EDUCATIONAL PROGRAM POLICY

Purpose

At Insight Early Learning, our goal is to provide every child with a high-quality program that supports their learning, development, and wellbeing. Our programs are guided by the Early Years Learning Framework (EYLF V2.0), the My Time, Our Place Framework (MTOP V2.0), and the National Quality Standard (NQS). We design play-based, inclusive learning experiences that build on each child's strengths and interests, while fostering strong partnerships with families.

Scope

This policy applies to all Directors, Teachers, Educators, and staff at Insight Early Learning services.

Legislative Requirements

This policy is underpinned by:
- Education and Care Services National Law Act 2010 (as in force 2025)
- Education and Care Services National Regulations 2011 (current as at 2025)
- Guide to the National Quality Framework (ACECQA, 2023)
- Revised National Quality Standard (2018, in force 2025)

Education and Care National Law	
Regulations	**Description**
73	Educational programs
74	Documenting of child assessments or evaluations for delivery of educational program
75	Information about educational program to be kept available
76	Information about educational program to be given to parents
118	Educational leader
148	Educational leader
168	Education and care service must have policies and procedures
254	Declared approved learning frameworks

State Variations

This policy applies nationally, with adjustments for state-specific requirements:
• Western Australia: Operates under its own applied law system, but requirements remain consistent.
• Victoria: Must comply with the 11 Child Safe Standards (2022).
• New South Wales: Links to Munch & Move healthy eating and physical activity initiatives.
• Northern Territory & ACT: Strong focus on engaging Aboriginal and Torres Strait Islander communities.

Relevant National Quality Standard (NQS) Elements

Quality Area 1 – Educational Program & Practice		
1.1	Program	The educational program enhances each child's learning and development.
		Curriculum decision-making contributes to each child's learning and

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Page **1** of 5

1.1.1	Approved learning framework	development outcomes in relation to their identity, community, wellbeing, confidence as learners and effectiveness as communicators.
1.1.2	Child-centered	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.2	Practice	Educators facilitate and extend each child's learning and development.
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.1	Program	The educational program enhances each child's learning and development.
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
1.3	Assessment and planning	Educators and coordinators take a planned and reflective approach to implementing the program for each child.
1.3.1	Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
1.3.3	Information for families	Families are informed about the program and their child's progress.

Implementation

Approved Learning Frameworks

We use the approved national frameworks to guide our practice:
- EYLF V2.0 – for birth to five years, including transition to school
- MTOP V2.0 – for outside school hours care

Note for families: EYLF is used in our early learning and kindergarten programs, while MTOP is used in school age care programs such as before and after school care or holiday programs. Both frameworks are approved by all governments and ensure that children, whatever their age, experience learning that is play-based, inclusive, and responsive to their needs.

Educators are trained in these frameworks and use them to design and evaluate learning.

Our Approach to Learning

Insight Early Learning is a child-led, play-based centre. We believe children learn best through play, exploration, and meaningful interactions. Play is central to all programs and is recognised as the most powerful way for children to build skills, make sense of their world, and develop relationships.

Our planning cycle follows the observe–analyse–plan–implement–reflect process described in the NQS. In addition, many of our services use Floor Books, inspired by Claire Warden, to document children's voices, interests, and ideas. Floor Books are a collaborative tool that enhances the planning cycle by making learning visible and involving children in curriculum decision-making.

While not every service currently uses Floor Books (for example, some Perth services use alternative documentation

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methods), they remain an endorsed Insight practice that supports child agency, reflective dialogue, and family engagement.

Children's Agency

We value children as capable learners. They are encouraged to make choices, share ideas, and take an active role in their learning, helping build confidence and independence.

Educators' Role

Educators are responsible for creating meaningful play-based experiences that extend each child's learning. They use intentional teaching, critical reflection, and family partnerships to guide their practice.

Insight Early Learning ensures that all educators are provided with regular, dedicated non-contact time and access to resources for planning, documenting, and reflecting on the educational program. This commitment supports compliance with Regulations 73–76 and Quality Area 1.3, ensuring that programs are responsive, intentional, and tailored to each child.

Critical Reflection

Reflection is ongoing and embedded in our practice. Educators review what works, what could be improved, and how their practice impacts children's learning and wellbeing.

Partnerships with Families

Families are children's first teachers. We share learning, involve families in decision-making, and invite their input so programs reflect children's home lives and cultures.

Routines and Rituals

Daily routines are predictable yet flexible, helping children feel safe and confident. Transitions are supported with familiar rituals that reflect children's needs and cultural backgrounds.

Planning Cycle

Educators follow a continuous cycle of: Observe – Analyse – Plan – Implement – Reflect.

Inquiry-Based Learning

We encourage curiosity and problem-solving through project-based, hands-on investigations that help children connect learning to real-life contexts.

Nature Pedagogy

Children learn in natural environments through Bush/Beach Kinder and sustainable outdoor play. These experiences promote environmental awareness and resilience.

Holiday Program

Our holiday program provides enriching experiences linked to our W.I.S.E principles and children's interests, including excursions, visitors, and in-house activities.

Child Safe Standards

Our programs align with the National Principles for Child Safe Organisations (2019) and state-based child safe standards. Educators embed safety, inclusion, and cultural respect into all learning environments.

Review

This policy will be reviewed annually or as legislation, regulations, or best practice changes.

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Source

- ACECQA (2023). Guide to the National Quality Framework. Sydney: ACECQA.
- Australian Government Department of Education (2022). Belonging, Being and Becoming: The Early Years Learning Framework for Australia V2.0.
- Australian Government Department of Education (2022). My Time, Our Place: Framework for School Age Care in Australia V2.0.
- Education and Care Services National Law Act 2010 (as in force 2025).
- Education and Care Services National Regulations 2011 (current as at 2025).
- ACECQA (2018). Revised National Quality Standard.
- Australian Human Rights Commission (2019). National Principles for Child Safe Organisations.
- Early Childhood Australia (2016). Code of Ethics.
- NSW Ministry of Health. Munch & Move program: https://www.healthykids.nsw.gov.au/campaigns-programs/about-munch-move.aspx

Appendix: Compliance Mapping

The following table maps each section of the Educational Program Policy to the relevant Education and Care Services National Law and Regulations, as well as the National Quality Standard (NQS). This ensures transparency and demonstrates compliance across all jurisdictions.

Policy Section	National Law / Regulation	NQS Standard / Element	Notes
Purpose	Law s.51, s.168	QA1.1, QA1.2	Clear statement of intent to provide high-quality programs.
Scope	—	QA7.1	Defines responsibility of staff and leaders.
Legislative Requirements	Regs 73, 74, 75, 76, 118, 148, 168, 254	QA7.2, QA1.1, QA1.3	Direct link to the National Law & Regs; ensures legal compliance.
State Variations	Law (state-based application e.g. WA Act 2012); VIC Child Safe Standards 2022	QA2.2, QA7.1, QA7.2	Addresses jurisdictional differences.
NQS Elements (listed)	Regs 73–76	QA1.1, QA1.2, QA1.3	Direct mapping of program requirements to NQS.
Implementation – Approved Learning Frameworks	Reg 254	QA1.1.1	References EYLF V2.0 and MTOP V2.0.
Implementation – Our Approach to Learning	Reg 73	QA1.1, QA1.2	States child-led, play-based approach; use of Floor Books.
Implementation – Children's Agency	Regs 73, 76	QA1.2.3, QA1.1.2	Ensures children's voices and choices shape program.
Implementation – Educators' Role	Regs 73–76, 118, 148	QA1.2.1, QA1.2.2, QA1.3.1	Links educator practice with intentional teaching, reflection, and planning support.
Implementation – Critical Reflection	Reg 74	QA1.3.2	Meets requirement for ongoing reflection.
Implementation – Partnerships with Families	Regs 75, 76	QA6.1, QA6.2, QA1.3.3	Families are informed and involved in program.
Implementation – Routines and Rituals	Reg 73	QA1.1.3, QA2.2	Daily practices embedded in curriculum.
Implementation –	Reg 74	QA1.3.1	Explicit planning cycle (observe, analyse,

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Planning Cycle			plan, implement, reflect).
Implementation – Inquiry-Based Learning	Reg 73	QA1.2.1, QA1.2.2	Encourages curiosity, problem-solving.
Implementation – Nature Pedagogy	Reg 73	QA3.2, QA1.2	Connects program to environment and sustainability.
Implementation – Holiday Program	Reg 73	QA1.1, QA1.2	Extends program to school holidays, linked to children's interests.
Child Safe Standards	VIC Child Safe Standards (2022); National Principles	QA2.2, QA5.1, QA7.1	Embeds child safety and cultural inclusion.
Review	Reg 168	QA7.2	Ensures ongoing compliance and quality improvement.
References	—	QA7.2	Demonstrates reliance on current frameworks and legislation.

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Page **5** of **5**