

# EDUCATIONAL PROGRAM

QUALITY AREA 1. | ELAA VERSION 1.2



## PURPOSE

This policy will provide guidelines to ensure that the educational program at Denzil Don Kindergarten is:

- based on an approved learning framework (EYLF, MTOP, VEYLDF)
- centred on the child’s learning, development, wellbeing, and safety
- designed to consider the individual differences of each child and
- based on each child's developmental needs, interests, and experiences.



## POLICY STATEMENT

### VALUES

Denzil Don Kindergarten is committed to:

- supporting each child to achieve learning outcomes consistent with the national *Early Years Learning Framework V2.0 and/or the Victorian Early Years Learning and Development Framework (refer to Sources)*
- providing an educational program where children can learn through play and are supported to make decisions, problem-solve, and build relationships with others.
- creating an environment that supports, reflects, and promotes equitable and inclusive behaviours and practices.
- involving families in the development and review of educational program and practices.

### SCOPE

This policy applies to staff, students, volunteers, and visitors, parents/carers, children, and others attending the programs and activities of Denzil Don Kindergarten, including offsite excursions.

<b>RESPONSIBILITIES</b>	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teachers, educators, and all other staff	Parents/guardians	Contractors, volunteers, and students
<b>R</b> indicates legislation requirement and should not be deleted.					
Ensuring that the educational program is: <ul style="list-style-type: none"><li>• based on an approved learning framework (<i>refer to Definitions</i>).</li></ul>	R	R	√		√

<ul style="list-style-type: none"> <li>delivered in a manner that accords with the approved learning framework.</li> <li>based on the developmental needs, interests, and experiences of every child.</li> <li>is designed to consider the individual differences of children (<i>National Law: Section 168</i>).</li> </ul>					
<p>Ensuring the educational program contributes to each child:</p> <ul style="list-style-type: none"> <li>developing a strong sense of identity</li> <li>being connected with and contributing to their world</li> <li>having a strong sense of wellbeing</li> <li>being a confident and involved learner</li> <li>being an effective communicator (<i>Regulation 73</i>)</li> </ul>	R	√	√		√
Designating a suitably qualified and experienced Educational Leader to direct the development and implementation of educational programs at the service ( <i>Regulation 118</i> )	R	√			
Ensuring the service’s philosophy guides educational program and practice	√	√	√		√
Ensuring that assessments of each child’s learning, development, needs, interests, experiences, and participation in the educational program are documented ( <i>Regulation 74(1)(a)(i)</i> )	R	√	√		√
Ensuring that assessments of the child’s progress against the outcomes of the educational program are documented ( <i>Regulation 74(1)(a)(ii)</i> )	R	√	√		√
Ensuring documentation of assessments includes reflection on the period the child is at the service and how documented information will be used by educators at the service ( <i>Regulation 74(2)(a)(i)&amp;(ii)</i> )	R	√	√		√
Ensuring documentation is written in plain language and is easy to understand by both educators and families ( <i>Regulation 74(2)(b)</i> )	R	√	√		√
Ensuring that there is a record of learning and development for each child and that it is updated and maintained on an ongoing basis	R	√	√		√
Ensuring a copy of the educational program is displayed at the service and accessible to families ( <i>Regulation 75</i> )	R	√	√		√
Ensuring that families are provided with information about the content and implementation of the educational program, their child’s participation in the program, and documentation of assessment or evaluation of their child ( <i>Regulation 76</i> )	R	√	√		√
Ensuring regular communication is established between the service and families, and they are informed about their child’s learning, development, and progress	√	√	√	√	√
Undertaking critical reflection on children’s learning and development; as an individual and in a group setting and that it drives program planning and implementation.		√	√		√
Developing and evaluating the educational program in collaboration with the nominated supervisor, educators, children, and families.		√	√	√	√



## BACKGROUND AND LEGISLATION

### BACKGROUND

*The Education and Care Services National Law Act 2010 (National Law)* requires services to deliver an educational program (curriculum) that is based on an approved learning framework. In Victoria, approved learning frameworks for the early childhood sector are the *Early Years Learning Framework 2022 V2 (Belonging, Being & Becoming)* (refer to Sources), the *Victorian Early Years Learning and Development Framework* (refer to Sources) and *My Time Our Place, Framework for School-age care in Australia 2022 V2* (refer to Source). The Frameworks are underpinned by contemporary theory and research evidence and provide educators with a thorough understanding of the pedagogical approach to of early childhood curriculum in Australia.

Part 4.1 of the *Education and Care Services National Regulations 2011 (National Regulations)* outlines the operational requirements for the educational program and practice within a service, including the requirements for documentation of assessment. There is no prescribed method for documenting assessment of children's learning. Educator's daily practice and curriculum decision-making should be guided by an approved learning framework. An approved learning framework provides broad direction for educators to facilitate children's learning. Each service must determine a method that suits their individual circumstances. To meet the requirements of the *National Regulations*, the assessment must include an analysis of each child's learning. Collecting this information enables educators to plan effectively for each child's learning and development. Educators can also use it to stimulate reflection on their own values, beliefs, and teaching practices, and to communicate about children's learning with children and their families.

The *National Regulations* require the appointment of an Educational Leader to lead and support the development and implementation of the educational program (or curriculum) at the service (*Regulation 118*). This person will have suitable qualifications and experience, as well as a thorough understanding of the *Early Years Learning Framework V2 and/or the Victorian Early Years Learning and Development Framework*, enabling them to guide other educators in planning and reflection and to mentor colleagues in implementation practices (*Guide to the Education and Care Services National Law and the Education and Care Services National Regulations, p85 – refer to Sources*).

Quality Area 1: Educational Program and Practice of the National Quality Standard aims to ensure that the educational program and practice is stimulating and engaging and enhances children's learning and development.

### LEGISLATION AND STANDARDS

Relevant legislation and standards include but are not limited to:

- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations 2011
- National Quality Standard, Quality Area 1: Educational Program and Practice
- Standard 1.1: The educational program enhances each child's learning and development
- Standard 1.2: Educators facilitate and extend each child's learning and development
- Standard 1.3: Educators and co-ordinators take a planned and reflective approach to implementing the program for each child

The most current amendments to listed legislation can be found at:

- Victorian Legislation – Victorian Law Today: [www.legislation.vic.gov.au](http://www.legislation.vic.gov.au)
- Commonwealth Legislation – Federal Register of Legislation: [www.legislation.gov.au](http://www.legislation.gov.au)



## DEFINITIONS

The terms defined in this section relate specifically to this policy. For regularly used terms refer to the Definitions file on the kindergarten website.

**Approved learning framework:** provides a vision for learning, pedagogical principles, practices, and general goals or outcomes for children’s learning and how they might be attained. It provides a scaffold to assist educators in developing their own, more detailed curriculum relevant to their setting and the children and families attending. *The Early Years Learning Framework V2 (Belonging, Being & Becoming)*, *the Victorian Early Years Learning and Development Framework*, and *My Time, Our Place V2 Framework for School Age Care in Australia* are approved learning frameworks for use in Victoria (*refer to Sources*).



Victorian Early Years Learning and Development Framework

The Early Years Learning Framework 2022 V2 (Belonging, Being & Becoming)

My Time, Our Place; Framework for School Age Care in Australia 2022 V2

**Critical reflection:** is a meaning-making process that assists informing future practice in ways that demonstrate an understanding of each child’s learning, development and wellbeing and implications for equity and social justice. It involves examining and analysing events, experiences, and practices from a range of perspectives to inform future planning and decision-making (*Early Years Learning Framework 2022 V2 – refer to Sources*).

**Educational program:** a program referred to in section 168 of the Law. An educational program is to contribute to the following outcomes for each child:

- the child will have a strong sense of identity;
- the child will be connected with and contribute to their world;
- the child will have a strong sense of wellbeing;
- the child will be a confident and involved learner;
- the child will be an effective communicator.

**Curriculum:** (early childhood setting) incorporates the interactions, experiences, activities, routines, and events, planned and unplanned, that occur in an environment designed to foster children’s learning, development, and wellbeing (*Early Years Learning Framework 2022 V2– refer to Sources; adapted from Te Whariki*).

**Each child:** a phrase used in the *National Quality Standard* when an individualised approach is warranted, and educators must modify their response to meet an individual child's needs. For example, ‘each child’s current knowledge, ideas, culture and interests provide the foundation for the program.’

**Educational Leader:** the approved provider of an education and care service must designate a suitably qualified and experienced educator to lead the development and implementation of educational programs at the service (*Regulation 118*). This person should have a thorough understanding of the *Early Years Learning Framework* (or other approved learning framework), be able to guide other educators in their planning and reflection, and mentor colleagues in the implementation of their practice.

**Learning:** the process of gaining knowledge, skills, and dispositions. From birth, children naturally use exploration to expand their intellectual, physical, social, emotional, and creative capacities. Life-long learning is acknowledged as a self-motivated process that extends intellectual, vocational, and personal horizons, which begins in early childhood and is continued throughout life. (*Early Years Learning Framework 2022 V2 – refer to Sources*).

**Learning framework:** refer to the approved learning framework above.

**Learning outcome:** a skill, knowledge, or disposition that educators can actively promote in early childhood settings in collaboration with children and families.

**Play-based learning:** a context and a process for learning through which children organise and make sense of their social worlds as they engage actively with people, objects and representations.

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## SOURCES AND RELATED POLICIES



### SOURCES

- *Belonging, Being & Becoming – The Early Years Learning Framework for Australia V2:* <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011, ACECQA: [www.acecqa.gov.au](http://www.acecqa.gov.au)
- *Guide to the National Quality Standard*, ACECQA: [www.acecqa.gov.au](http://www.acecqa.gov.au)
- Marrung – Aboriginal Education Plan 2016 – 2026: [https://www.education.vic.gov.au/Documents/about/programs/aboriginal/Marrung\\_Aboriginal\\_Education\\_Plan\\_2016-2026.pdf](https://www.education.vic.gov.au/Documents/about/programs/aboriginal/Marrung_Aboriginal_Education_Plan_2016-2026.pdf)
- My Time Our Place, Framework for School-age care in Australia V2: <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- Early Childhood Australia Professional Learning Modules <https://learninghub.earlychildhoodaustralia.org.au/modules/>
- *Victorian Early Years Learning and Development Framework – Resources for Professionals:* <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>

### RELATED POLICIES

- Child Safe Environment and Wellbeing
- Code of Conduct
- Environmental Sustainability
- Inclusion and Equity
- Interactions with Children
- Nutrition, Oral Health and Active Play
- Participation of Volunteers and Students
- Road Safety and Safe Transport
- Sun Protection
- Supervision of Children
- Water Safety

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## EVALUATION



To assess whether the values and purposes of the policy have been achieved, the approved provider will:

- regularly seek feedback from everyone affected by the policy regarding its effectiveness.
- monitor the implementation, compliance, complaints, and incidents in relation to this policy.
- keep the policy up to date with current legislation, research, policy and best practice.
- revise the policy and procedures as part of the service’s policy review cycle or as required.
- notifying all stakeholders affected by this policy at least 14 days before making any significant changes to this policy or its procedures unless a lesser period is necessary due to risk (*Regulation 172 (2)*).



## ATTACHMENTS

- Nil
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## AUTHORISATION

This policy was adopted by the approved provider of Denzil Don Kindergarten on 13/11/2023.

**REVIEW DATE:** 13 / NOVEMBER / 2025

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