

EDUCATIONAL PROGRAM

QUALITY AREA 1. | ELAA VERSION 1.3



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 children’s learning, development, wellbeing and safety
- designed to consider the individual differences of all children and
- based on the developmental needs, interests and experiences of all children.



POLICY STATEMENT

VALUES

Denzil Don Kindergarten is committed to:

- supporting every 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 practice.

SCOPE

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

RESPONSIBILITIES	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/carers	Contractors, volunteers and students
R indicates legislation requirement and should not be deleted.					
Ensuring that the educational program is: <ul style="list-style-type: none"> • based on an approved learning framework (<i>refer to Definitions</i>); • delivered in a manner that accords with the approved learning framework. • based on the developmental needs, interests and experiences of all children. 	R	R	√		√

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<ul style="list-style-type: none"> designed to consider each child's individual differences (<i>National Law: Section 168</i>). 					
<p>Ensuring the educational program contributes to every child:</p> <ul style="list-style-type: none"> developing a strong sense of identity being connected with and contributing to their world having a strong sense of wellbeing being a confident and involved learner being an effective communicator (<i>Regulation 73</i>) 	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 that the service's philosophy guides educational program and practice	√	√	√		√
Ensuring that assessments of children'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 children's progress against the outcomes of the educational program are documented (<i>Regulation 74(1)(a)(ii)</i>)	R	√	√		√
Ensuring documentation of assessments includes a reflection on the period of time the child is at the service and how documented information will be used by educators at the service (<i>Regulation 74(2)(a)(i)&(ii)</i>)	R	√	√		√
Ensuring documentation is written in plain language and is easy to understand by educators and families (<i>Regulation 74(2)(b)</i>)	R	√	√		√
Ensuring there is a record of learning and development for every child and that it is updated and maintained	R	√	√		√
Ensuring a copy of the educational program is displayed at the service and accessible to families (<i>Regulation 75</i>)	R	√	√		√
Ensuring families are provided with information about the content and implementation of the educational program, their child's participation in it and documentation relating to the 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, both as individuals and in groups, to drive 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) 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 evidence and provide educators with a thorough understanding of the pedagogical approach to early childhood curriculum in Australia.

Part 4.1 of the *Education and Care Services National Regulations 2011 (National Regulations)* outlines the operational requirements for educational program and practice within services, including the requirements for documentation of assessments in relation to the educational program. There is no prescribed method in the *National Law or National Regulations* for documenting the assessment of children's learning. An approved learning framework should guide educators' daily practice and curriculum decision-making. An approved learning framework provides broad direction for educators to facilitate children's learning. 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 values, beliefs, and teaching practices and 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 promotes 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
- Commonwealth Legislation – Federal Register of Legislation: www.legislation.gov.au



DEFINITIONS

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

Approved learning framework provides a vision for learning, pedagogical principles, practices, general goals or outcomes for children’s learning, and how they might be attained. It assists educators in developing a 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: a process used to inform 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 from the eyes of educators, children, families and society more broadly to inform 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 his or her 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: (in early childhood) includes all 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*).

Educational Leader: the approved provider of an education and care service must designate, in writing, a suitably qualified and experienced educator, co-ordinator or other individual to lead the development and implementation of educational programs at the service (*Regulation 118*). This person should thoroughly understand 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 implementing their practice.

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.

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
- *Guide to the National Quality Standard*, ACECQA: 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
- 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

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 it or its procedures unless a lesser period is necessary due to risk (*Regulation 172 (2)*).



ATTACHMENTS

- Nil



AUTHORISATION

This policy was adopted by the approved provider of Denzil Don Kindergarten on 20/11/2024.

REVIEW DATE: 20 / NOVEMBER / 2026