EDUCATIONAL PROGRAM

QUALITY AREA 1. | ELAA VERSION 1.4

PURPOSE

This policy will provide guidelines to ensure that the educational program at Hurlingham Preschool is:

- based on an approved learning framework (EYLF, VEYLDF)
- centred on child's learning, development, wellbeing and safety
- designed to take into account the individual differences of each child; and
- based on the developmental needs, interests and experiences of each child

POLICY STATEMENT

VALUES

Hurlingham Preschool 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 practice

SCOPE

This policy applies to the approved provider, persons with management or control, nominated supervisor, persons in day-to-day charge, early childhood teachers, educators, staff, students, volunteers, families, children, and others attending the programs and activities of Hurlingham Preschool, including during offsite excursions and learning experiences.

RESPONSIBILITIES	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teacher, educators and all other staff	Parents/guardians	Contractors, volunteers and students
R indicates legislation requirement, and should not be deleted					
Ensuring that the educational program is:	R	R	√		√

• is based on an approved learning framework *(refer to Definitions)*; • is delivered in a manner that accords with the approved learning framework; • is based on the developmental needs, interests and experiences of each child; • is designed to take into account the individual differences of each child *(National Law: Section 168)*					
Ensuring the educational program contributes to each child: • 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 *(Regulation 73)*	R	√	√		√
Designating a suitably qualified and experienced Educational Leader to direct the development and implementation of educational programs at the service *(Regulation 118)*	R	√			
Ensuring that the service's philosophy guides educational program and practice	√	√	√		√
Ensuring that assessments of each child's developmental needs, interests, experiences and participation in the educational program; are documented *(Regulation 74(1)(a)(i))*	R	√	√		√
Ensuring that assessments of the child's progress against the outcomes of the educational program are documented *(Regulation 74(1)(a)(ii))*	R	√	√		√
Ensuring documentation of assessments includes reflection on the period of time the child is at the service, and how documented information will be used by educators at the service *(Regulation 74(2)(a)(i)&(ii))*	R	√	√		√
Ensuring documentation is written in plain language and is easy to understand by both educators and families *(Regulation 74(2)(b))*	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 the information about the contents and operation of the educational program is displayed at a place that is accessible to parents and families *(Regulation 75)*	R	√	√		√
Ensuing a copy of the educational program is available for inspection on request *(Regulation 75)*	R	√			
Ensuring that families are provided with information about the content and operation of the educational program, information about their child's participation in the program and a copy of assessments or evaluations of their child *(Regulation 76)*	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, 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 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 assessment of children's learning. Educators 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. It can also be used by educators 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 Law and Regulations* provide no specific guidelines for documenting educational programs, assessments, or evaluations, allowing services to choose electronic, visual, or paper-based methods that suit their needs. The amount and method of documentation will vary based on factors such as the number, ages, and capabilities of the children, as well as their attendance frequency. Services are encouraged to explore and select the styles and methods that best support their children, families, and educators.

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).*

The aim of *Quality Area 1: Educational Program and Practice* of the *National Quality Standard* is 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
- Commonwealth Legislation – Federal Register of Legislation: www.legislation.gov.au

DEFINITIONS

The terms defined in this section relate specifically to this policy. For regularly used terms e.g. Approved provider, Nominated supervisor, Notifiable complaints, Serious incidents, Duty of care, etc. refer to the Definitions file of the PolicyWorks catalogue.

Approved learning framework: a guide which 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 to develop 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 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 the early childhood setting curriculum 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)*.

Each child: A phrase used in the *National Quality Standard* when an individualised approach is warranted, and educators are required to modify their response to meet the needs of an individual child. An example is '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, 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 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: is the process of gaining knowledge, skills and dispositions and 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 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 Education and Safe Transport
- Sun Protection
- Supervision of Children

- Water Safety

EVALUATION

In order 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

AUTHORISATION

This policy was adopted by the approved provider of Hurlingham Preschool 2024

REVIEW DATE: 2026