



## Policy and Procedure Educational program

### Purpose

This policy will provide guidelines to ensure that the educational program (curriculum) and practice at Acacia is:

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

### Policy Statement

### Values

Acacia 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*
- 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 Acacia Indochinese Community Support Assoc., including during offsite excursions and learning experiences.

### Background and legislation

*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)*, and the *Victorian Early Years Learning and Development Framework*

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 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.

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

## Definitions

**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* are approved learning frameworks for use in Victoria.



**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.

**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.

**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.

## Procedures

Approved provider and nominated supervisor are responsible for:

- Ensuring that the educational program is
  - is based on an approved learning framework.
  - 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 consider the individual differences of each child (*National Law: Section 168*)
- Ensuring that 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 learner
- Being an effective communicator
- Designating a suitably qualified and experienced Educational Leader to direct the development and implementation of educational programs at the service.
- Ensuring that 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.
- Ensuring that assessments of the child's progress against the outcomes of the educational program are documented.
- 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.
- Ensuring documentation is written in plain language and is easy to understand by both educators and families.
- Ensuring that there is a record of learning and development for each child, and that it is updated and maintained on an ongoing basis.
- Ensuring a copy of the educational program is displayed at the service and accessible to families.
- 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 relating to assessments or evaluations of their child.

#### Early childhood teachers, educators and other staff are responsible for:

- Ensuring that the educational program is
  - is based on an approved learning framework.
  - 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 consider the individual differences of each child (*National Law: Section 168*)
- Ensuring that 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 learner
  - Being an effective communicator
- Ensuring that 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.
- Ensuring that assessments of the child's progress against the outcomes of the educational program are documented.



- 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.
- Ensuring documentation is written in plain language and is easy to understand by both educators and families.
- Ensuring that there is a record of learning and development for each child, and that it is updated and maintained on an ongoing basis.
- Ensuring a copy of the educational program is displayed at the service and accessible to families.
- 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 relating to assessments or evaluations of their child.
- 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

#### Families are responsible for:

- 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 relating to assessments or evaluations of their child.
- Developing and evaluating the educational program in collaboration with the nominated supervisor, educators, children, and families

#### References

*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)

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>

Version 7	Endorsed By: CoM	Approved Date: 2010	Reviewed: April 2023
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## Appendix 1

### Curriculum

Acacia curriculum is influenced by the Early Years Learning Frameworks.

Acacia implements various curriculums throughout our overall daily educational program. Each individual curriculum has an important place to teach children a holistic and dynamic play-based program that caters for each individual child's needs.

Our curriculum experience includes the following:

1. Academic concepts/ areas such as:
  - STEAM
    - Science
    - Technology
    - Engineering
    - Creative Arts (drama, music, movement, visual)
    - Maths
  - Literacy
  - Environmental and Sustainability awareness
  - Community & cultural awareness
2. Cultural program,
  - Educators recognise bi- and multi-lingual as an asset and support these children to maintain their first language and learn English as a second language.
  - Language and culture are taught through our Japanese language program which is delivered by an accredited Japanese language teacher and extended with ELLA APPS
  - Educators promote cultural awareness in all children, including greater understanding of Aboriginal and Torres Strait Islander ways of knowing and being.
3. Emotional Literacy
  - Acacia recognises the importance of teaching children to understand their feelings, so they can manage them in real life scenarios. P.A.T.H. S is one example on a curriculum that is taught in all rooms.
4. Health and safety
  - Road safety: Acacia understands the importance of teaching children the foundations of using the roads and surrounding when walking, riding bike and being a passenger on a moving vehicle, please refer to our road safety policy.
  - Body awareness: Teaching children to be aware of their own safety.
  - Fire awareness.
  - Social justice
  - Healthy eating: teaching children about nutrition.
  - Smiles for miles: Acacia places importance on making children and families aware of their own dental hygiene and practices. Smiles for miles assists us to promote these in our daily program.
  - Active play: including sports programs or such curriculums such as yoga or animal fun.
5. Sustainability



- Acacia promotes the importance of teaching children about environmental awareness to sustain their future in the modern world.

## **Documentation**

### **Why do we need to document?**

Gathering and analysing information about what children know, can do, and understand is part of the ongoing cycle that includes planning, documenting, and evaluating children's learning. It helps educators (in partnership with children, families, and other professionals) to:

- Plan effectively for children's current and future learning
- Communicate about children's learning and progress.
- Determine the extent to which all children are progressing in their learning outcomes and if not, what might be impeding their progress.
- Identify children who may need additional support to achieve particular learning outcomes, providing that support or assisting families to access specialist help.
- Evaluate the effectiveness of learning opportunities, environments, and experiences offered, and the approaches taken to enable children's learning.

Reflecting on pedagogy that will suit this context and children at Acacia., While acknowledging the important role of documentation, we also believe that there is no prescription about how it is done.

There are no mandated recipes or templates for documentation and for very good reason. Recognising the uniqueness of each service, there is no one-size-fits-all approach and educators are empowered to explore a range of styles and methods to determine what works best for their children, families, services, and community.

This approach recognises the professionalism of the sector and allows educators to focus their energies on documentation that supports quality outcomes for children.

Aspects relating to documentation include:

- Documentation is an important part of our work with children and families, not just because it is a requirement.
- Children's voices and ideas should be captured in planning, documentation, and evaluation.
- Even experienced educators need to try different methods to find what is realistic, achievable, and relevant for the children, families, educators, the setting and establish some benchmarks that are regularly reviewed.
- We need to be selective in what we choose to document, because it is not possible to capture all the rich experiences and learnings that occur every day.
- We need to share our documentation efforts and experiences, and continue to learn, grow, and develop.
- We need to constantly review and remind ourselves why we are documenting and for whom.
- We need to be clear about what the standards, learning frameworks and, if relevant, the funding agreements are asking us to do, as there are several myths emerging.

Acacia adopts clear guidelines in relation to programming for individuals which also reflects guidelines set by the regulatory authority. Educators must ensure the following:



**Acacia Indochinese Community Support Association Inc.**  
**Acacia**

**ACACIA CHILDREN'S CENTRES**

Reg No: A0039290V ABN: 76 707 214 671



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- Educators will maintain individual files for each child, which include, goals, reports, work samples if applicable and summative assessments of children's learning and developmental progress.
  - All documentations and assessments of children and the program must be available and accessible to all families and children.
  - Educators at Acacia will evaluate individual children learning through the process of analysing observations and in summative assessments.
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  - All goals, Reports Summative assessments, educational programs must be kept for 3 years (refer to record keeping policy)
  - Educators will collaborate with families formally or informally to create and evaluate goals that support and extend children's current and future learning outcomes.