

Educational Program Policy – Children’s Services

Date adopted	25 September 2025
Adopted by	Executive Leadership Team (ELT)
Review due	September 2028
Responsible officer	Manager Child, Families and Youth
Records reference	11630102

1. Purpose

Melton City Council 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

This policy has been adapted from PolicyWorks Catalogue by the Early Learning Association Australia

2. Application And Scope

This policy applies to services responsible for the direct education and care of children at Melton City Council programs including offsite excursions and activities. This policy applies to the Approved Provider, Nominated Supervisor, Person in day-to-day charge / Responsible Person’s, educators, staff, students on placement, volunteers, parents/guardians, children and others attending Melton City Council programs and activities.

3. 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), the Victorian Early Years and Development Framework and My Time, Our Place, Framework for School age care in Australia 2022 V2. These documents are underpinned by contemporary theory and research evidence and provide educators with a thorough understanding of the pedagogy of early childhood Educational Program 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.


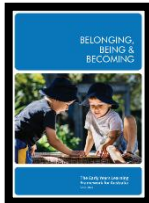

The *National Law and Regulations* provide no specific guidelines for documenting educational programs, assessments, or evaluations, allowing services to choose electronic, visual, or paper-based methods that suit their needs. The amount and method of documentation will vary based on factors such as 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 requires the appointment of an Educational Leader to lead the development and implementation of the Educational Program at the service (National Regulations 118). This person will have suitable qualifications and experience, as well as a thorough understanding of the Early Years Learning Frameworks 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).

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

4. Definitions

The terms defined in this section relate specifically to this policy and related procedures. For commonly used terms. Approved Provider, Regulatory Authority etc. refer to the *Glossary of Terms*.

Term	Definition
Approved Learning Framework	<p>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. <i>The Early Years Learning Framework V2 (Belonging, Being & Becoming)</i>, <i>the Victorian Early Years Learning and Development Framework</i> and <i>My Time, Our Place V2; Framework for School Age Care in Australia</i> are approved learning frameworks for use in Victoria</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <p>Victorian Early Years Learning and Development Framework</p> <p>The Early Years Learning Framework 2022 V2 (Belonging, Being & Becoming)</p> <p>My Time, Our Place; Framework for School Age Care in Australia 2022 V2</p> </div>
Critical Reflection	<p>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 (<i>Early Years Learning Framework 2022 V2 – refer to Sources</i>).</p>
Curriculum	<p>All interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's Learning and development (Early Years Learning Framework 2022 V2, adapted from Te Whariki).</p>
Each Child	<p>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.</p> <p>An example is "Each Child's current knowledge, ideas, culture and interests provide the foundation for the program".</p>

Term	Definition
Educational Leader	The Approved Provider of an education and care service must designate in writing, a suitably qualified and experienced educator, coordinator or other individual to lead the development and implementation of Educational Programs at the service (National Regulations 118). This person must 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.
Educational Program	Referred to in section 168 of the Law. An educational program is to contribute to the following outcomes for each child: <ul style="list-style-type: none"> 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
Learning	A 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. (<i>Early Years Learning Framework 2022 V2</i>).
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

5. Related Documents

Name	Location
Local Government Act 2020	https://www.legislation.vic.gov.au/in-force/acts/local-government-act-2020

Name	Location
Relevant legislations and standards include but are not limited to	<ul style="list-style-type: none"> • 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 coordinators take a planned and reflective approach to implementing the program for each child
Sources	<ul style="list-style-type: none"> • Belonging, Being & Becoming – The Early Years Learning Framework for Australia V2: Approved learning frameworks ACECQA • Marrung – Aboriginal Education Plan 2016 – 2026: Marrung Aboriginal Education Plan 2016-2026.pdf • My Time Our Place, Framework for School age care in Australia V2: Approved learning frameworks ACECQA • Victorian Early Years Learning and Development Framework: Approved learning frameworks ACECQA
Related Policies	<ul style="list-style-type: none"> • Child Safe (MCC) • Child Safe Environment and Wellbeing • Code of Conduct • Environmental Sustainability • Inclusion and Equity • Interactions with Children • Nutrition, Oral Health and Active Play • Road Safety Education and Safe Transport • Sun Protection • Supervision of Children • Water Safety

The master document is controlled electronically. Printed copies of this document are not controlled. Document users are responsible for ensuring printed copies are valid prior to use. If printing, please think about whether you need to print in colour.