

Education Program Procedure – Children’s Services

Date adopted	25 September 2025
Adopted by	Manager Child, Families and Youth
Review due	September 2028
Responsible officer	Manager Child, Families and Youth
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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 procedure has been adapted from PolicyWorks Catalogue by the Early Learning Association Australia

2. Application And Scope

This procedure applies to the approved provider, persons with management or control, nominated supervisor, persons in day-to-day charge, educators, staff, students, volunteers, parents/guardians, children, and others attending the programs and activities of Melton City Council, including during offsite excursions and activities.

3. Procedure

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: <ul style="list-style-type: none">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 take into account the individual differences of each child (<i>National Law: Section 168</i>)	R	R	✓		✓
Ensuring the educational program contributes to each child: <ul style="list-style-type: none">developing a strong sense of identitybeing connected with, and contributing to, their worldhaving a strong sense of wellbeingbeing 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 each child's developmental 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 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 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 the information about the contents and operation of the educational program is displayed at a place that is accessible to parents and families (<i>Regulation 75</i>)	R	√	√		√
Ensuring a copy of the educational program is available for inspection on request (<i>Regulation 75</i>)	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 (<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, drives program planning and implementation	R	√	√		√
Developing and evaluating the educational program in collaboration with the nominated supervisor, educators, children and families.		√	√	√	√

4. Procedure

4.1. Program Planning

The service provides an educational program that is based on the individual developmental needs, interests and experiences of the children.

When programming for children, staff and educators take into consideration many factors to ensure that they are providing a variety of experiences suited to the current interests, age and developmental ranges of all children attending the service.




The program reflects the philosophy and broad goals of the service. Experiences, feedback and ideas, of children, families and educators are combined to plan and evaluate the service.

The observations of Each Child and the group, including their planning ideas, is focused on addressing the interests and individual needs of all children by promoting experiences that support enjoyment, stimulation, challenge and positive self-image. The program is based on an ongoing cycle of planning - [EYLF-planning-cycle-A3.pdf](#)

Program planning includes:

- Educators regularly collect information about the children through a variety of methods e.g. observations of children, input from families, children's comments etc.
- Educators document a plan based on the information collected.
- Educators ensure there is a link between the service philosophy and goals, and the program.
- Educators link the program to Learning Outcomes from an Approved Learning Framework.
- Educators develop a program for both indoor and outdoor areas, including contingency plans.
- Sufficient quality materials, equipment and furniture suitable for the program will be provided.
- Educators reflect on the program on a regular basis. The reflection includes whether or not objectives have been reached, how they were reached or how they could be reached next time, input from children, educators and families involved in the program.
- Educators ensure that all program plans are dated, displayed for families and retained

5. Definitions

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 style="text-align: center;">  <p>Victorian Early Years Learning and Development Framework</p> </div> <div style="text-align: center;">  <p>The Early Years Learning Framework 2022 V2 (Belonging, Being & Becoming)</p> </div> <div style="text-align: center;">  <p>My Time, Our Place; Framework for School Age Care in Australia 2022 V2</p> </div> </div>

Term	Definition
Critical Reflection	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>).
Curriculum	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).
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>
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	<p>Referred to in section 168 of the Law. An educational program is to contribute to the following outcomes for each child:</p> <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; <p>the child will be an effective communicator</p>
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>).

Term	Definition
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

6. Related Documents

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

Name	Location
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

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