Glen Iris Child Care and Kindergarten

GI-011 – Educational Program and Practice Policy

Policy Number	GI -011
Quality Area	QA1 – Educational Program and Practice • QA5 – Relationships with Children • QA7 – Governance and Leadership
National Law	s.168 • s.169
National Regulations	Regs. 73–76 • 118 • 148 • 168 • 169
Related NQS	QA1.1.1 • QA1.1.2 • QA1.2.1 • QA1.2.2 • QA1.3.1 • QA5.1.1 • QA7.2.1
VEYLDF (2026)	Vision for Learning • Practice Principles • Learning and Development Outcomes • Assessment for Learning and Development
Victorian Child Safe Standards:	Standards 2 • 5 • 11
Version:	1.0
Approved By:	Centre Director
Approved Date:	July 2026
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OUR COMMITMENT

Glen Iris Child Care and Kindergarten is committed to providing a high-quality educational program that is child-centred, play-based, inclusive and responsive to each child's strengths, interests, culture, identity and learning journey.

We believe children are capable, competent and active participants in their own learning. Our educational program is informed by the Victorian Early Years Learning and Development Framework (VEYLDF 2026), the National Quality Framework, children's voices, family partnerships and ongoing critical reflection.

Through intentional teaching, meaningful relationships and engaging learning environments, we create opportunities that support children's wellbeing, belonging, learning and development while fostering curiosity, creativity, confidence and lifelong learning.

LEGISLATIVE INTENT

This policy supports Glen Iris Child Care and Kindergarten in meeting its obligations under the Education and Care Services National Law, National Regulations and National Quality Standard by ensuring an educational program is delivered to all children, based on an approved learning framework.

The policy promotes curriculum decision-making that reflects children's strengths, interests, abilities and learning outcomes while supporting continuous assessment, planning, reflection and improvement.

PURPOSE

The purpose of this policy is to:

- Provide every child with a high-quality educational program based on the VEYLDF (2026).
- Support children's learning, wellbeing and development through play-based experiences.
- Recognise children as active participants in curriculum decision-making.
- Ensure assessment and planning reflect each child's strengths, interests and learning progress.
- Strengthen partnerships with families as children's first teachers.
- Promote intentional teaching, critical reflection and continuous improvement.
- Ensure curriculum practices comply with legislative and quality requirements.

WHO THIS POLICY APPLIES TO

This policy applies to:

- Approved Providers.
- Centre Director.
- Educational Leader.
- Nominated Supervisor.
- Responsible Persons.
- Educators.
- Students and Volunteers.
- Families.

DEFINITIONS

Educational Program
An ongoing program of experiences and opportunities that supports children's learning, development and wellbeing based on an approved learning framework.

Curriculum
The interactions, environments, routines, intentional teaching and planned and spontaneous experiences that contribute to children's learning and development.

Intentional Teaching
Purposeful, thoughtful and deliberate teaching that extends children's thinking, learning and development through meaningful interactions.

Critical Reflection
The ongoing process of analysing practice, questioning assumptions and evaluating decisions to continually improve outcomes for children.

Assessment for Learning and Development
The process of observing, documenting, analysing and planning to understand and extend each child's learning and development over time.

WHY THIS POLICY MATTERS

Every child learns differently and deserves opportunities to explore, discover, create and develop in ways that reflect their unique strengths, interests, abilities and identity.

A high-quality educational program provides children with meaningful learning experiences that support their wellbeing, confidence, curiosity and sense of belonging. Through responsive planning, intentional teaching and strong partnerships with families, educators create learning environments where children are empowered to participate, make choices and reach their full potential.

This policy establishes a consistent approach to curriculum decision-making that reflects the VEYLDF (2026), promotes continuous improvement and ensures children remain at the centre of all educational practice.

GUIDING PRINCIPLES

Glen Iris Child Care and Kindergarten is committed to:

- Recognising every child as a capable, competent and confident learner.
- Delivering a play-based educational program that reflects the VEYLDF (2026).
- Respecting children's rights, agency, culture, identity and individual learning journey.
- Building secure, respectful and responsive relationships that support learning and wellbeing.
- Planning learning experiences that are informed by children's interests, strengths, ideas and emerging skills.
- Working collaboratively with families as children's first teachers.
- Embedding inclusion, equity and cultural responsiveness throughout the curriculum.
- Using intentional teaching, critical reflection and ongoing assessment to improve learning outcomes.
- Continuously evaluating the educational program to ensure it remains meaningful, engaging and responsive.

OUR POLICY

Glen Iris Child Care and Kindergarten provides an educational program that is based on the Victorian Early Years Learning and Development Framework (VEYLDF 2026) and reflects the principles, practices and learning and development outcomes of the approved learning framework.
Our curriculum is responsive, flexible and intentionally planned to support children's learning through play, exploration, inquiry, relationships and meaningful experiences.
The educational program will:

- Be informed by children's strengths, interests, ideas and emerging abilities.
- Promote children's wellbeing, belonging, learning and active participation.
- Recognise children as active decision-makers in their own learning.
- Reflect family knowledge, culture, values and aspirations.
- Incorporate intentional teaching alongside child-led learning.
- Be inclusive and responsive to the diverse needs of all children.

- Support continuity of learning between home, the service and the broader community.
- Be regularly evaluated through critical reflection and ongoing assessment.

HOW WE PUT THIS POLICY INTO PRACTICE

Curriculum Planning

Glen Iris Child Care and Kindergarten will:

- Develop curriculum based on children's interests, strengths, questions and emerging learning.
- Plan experiences that are meaningful, engaging and developmentally appropriate.
- Balance child-led learning with intentional teaching.
- Provide opportunities for exploration, creativity, problem-solving and investigation.
- Ensure the educational program reflects all areas of children's learning and development.
- Regularly review and adapt planning in response to children's changing interests and needs.

Victorian Funded Kindergarten Program

- The service will:
- • Deliver funded Three-Year-Old and Four-Year-Old Kindergarten programs in accordance with the Victorian Government Kindergarten Funding Guide and funding requirements.
- • Ensure the kindergarten program is planned and delivered by a qualified Early Childhood Teacher.
- • Implement a play-based educational program informed by the Victorian Early Years Learning and Development Framework (VEYLDF).
- • Promote children's learning, development and wellbeing through intentional teaching, child-led learning and responsive curriculum planning.
- • Monitor and evaluate the kindergarten program through ongoing critical reflection and continuous improvement.

Intentional Teaching

Educators will:

- Purposefully extend children's thinking through conversations, questioning and shared problem-solving.
- Scaffold children's learning using intentional teaching strategies.
- Encourage curiosity, creativity and critical thinking.
- Model language, respectful relationships and positive interactions.
- Create opportunities for children to revisit and deepen their learning over time.
- Recognise teachable moments within everyday routines and play.

Assessment for Learning and Development

Educators will:

- Observe children's learning in a variety of contexts.
- Document children's strengths, achievements and progress.
- Analyse observations to inform future planning.
- Use assessment to identify opportunities for extending learning.
- Share learning with families through ongoing communication and documentation.
- Reflect regularly on the effectiveness of curriculum decisions.

Transition to School
The service will:
• Support positive transitions from kindergarten to school through collaborative partnerships with families, schools and community services.
• Complete a Transition Learning and Development Statement (TLDS) for each child transitioning to school, with family consent.
• Use assessment information to support continuity of learning and successful transitions.
• Encourage children to develop confidence, independence and positive dispositions towards learning.

Learning Environments
The service will:

- Create welcoming, inclusive and stimulating indoor and outdoor learning environments.
- Provide open-ended materials that encourage exploration and creativity.
- Design environments that promote independence, choice and collaboration.
- Reflect children's interests, cultures, languages and identities within the learning environment.
- Review learning spaces regularly to ensure they remain engaging and responsive.

Children's Agency
Glen Iris Child Care and Kindergarten recognises children as active participants in their learning.
Educators will:

- Encourage children to make choices and decisions.
- Listen to children's ideas and incorporate them into curriculum planning.
- Support children to take appropriate risks and solve problems.
- Respect children's pace of learning.
- Promote independence and confidence through meaningful participation.

Partnerships with Families
The service will:

- Recognise families as children's first teachers.
- Seek family input into curriculum planning.
- Share children's learning through ongoing communication and documentation.
- Respect family aspirations, cultures and values.
- Encourage collaborative decision-making that supports children's learning and development.

Critical Reflection
Educators will:

- Reflect individually and collaboratively on teaching practices.
- Analyse children's engagement and learning outcomes.
- Evaluate the effectiveness of the educational program.
- Use critical reflection to inform future planning.
- Engage in professional discussions that strengthen curriculum quality.
- Contribute to ongoing Quality Improvement Plan goals.

School Readiness Funding

Where applicable, the service will:

• Use School Readiness Funding to strengthen children's learning and development.

• Consult with educators, families and relevant professionals when planning funded initiatives.

• Evaluate the effectiveness of funded programs through reflective practice and continuous improvement.

• Maintain documentation demonstrating the appropriate use of School Readiness Funding.

ROLES & RESPONSIBILITIES

Approved Providers

Will:

- Ensure the service delivers an educational program based on an approved learning framework.
- Support continuous improvement in curriculum quality.
- Provide appropriate resources to support children's learning.
- Promote professional learning for educators.
- Ensure compliance with legislative requirements.

Centre Director

Will:

- Lead the implementation of this policy.
- Support educators to deliver high-quality curriculum.
- Monitor curriculum documentation and planning.
- Promote a culture of critical reflection and continuous improvement.
- Ensure families have opportunities to contribute to the educational program.

Educational Leader

Will:

- Mentor educators in curriculum planning and assessment.
- Facilitate reflective practice and professional discussions.
- Guide educators in implementing the VEYLDF (2026).
- Support continuous improvement in teaching practices.
- Monitor the quality and consistency of curriculum documentation.

Educators

Will:

- Develop and implement responsive educational programs.
- Build respectful relationships that support children's learning.
- Observe, assess and document children's learning.
- Engage children as active participants in curriculum decisions.
- Collaborate with families to support continuity of learning.
- Participate in critical reflection and ongoing professional learning.

Students and Volunteers

Will:

- Support educators in implementing the educational program.
- Engage respectfully with children and families.
- Follow educator guidance and service policies.
- Contribute positively to children's learning experiences within the scope of their role.
- Maintain confidentiality and professional conduct.

Families

Will:

- Share information about their child's interests, strengths and experiences.
- Participate in curriculum discussions where possible.
- Contribute ideas, culture and family knowledge to the educational program.
- Work in partnership with educators to support their child's learning and development.

GLEN IRIS IN PRACTICE

At Glen Iris Child Care and Kindergarten, our educational program is built on the belief that children learn best through play, meaningful relationships and active participation in their own learning. We view every child as capable, curious and competent, and we intentionally create learning experiences that nurture each child's strengths, interests and emerging abilities.

Educators use ongoing observations, conversations with children and partnerships with families to plan experiences that are relevant, engaging and responsive. Curriculum planning is flexible and evolves as children's interests develop, ensuring learning remains meaningful and child-led while incorporating intentional teaching to extend thinking and deepen understanding.

Our indoor and outdoor environments are thoughtfully designed to invite exploration, creativity, investigation and collaboration. Open-ended resources, natural materials and real-life experiences encourage children to problem-solve, take appropriate risks and develop confidence as learners.

Critical reflection is embedded into our daily practice. Educators regularly reflect on children's engagement, learning outcomes and teaching strategies, using these reflections to strengthen curriculum decision-making and continuously improve the educational program.

Our funded kindergarten program is guided by the Victorian Early Years Learning and Development Framework (VEYLDF), with learning experiences designed to strengthen children's confidence, wellbeing and readiness for school through responsive, play-based learning.

CHILDREN'S VOICE IN ACTION

Children are recognised as active participants and decision-makers in their own learning. Children's voices are evident when they:

- Share their ideas, interests and questions.
- Contribute to the planning of projects and learning experiences.
- Choose materials, resources and learning spaces.
- Express their opinions and make decisions during play.
- Revisit previous learning and suggest new directions for investigation.
- Reflect on their own learning and celebrate achievements.
- Contribute to creating classroom expectations and caring for their environment.

Educators intentionally listen to children's ideas and incorporate their perspectives into curriculum planning, ensuring the educational program genuinely reflects children's interests, identities and aspirations.

EXCEEDING PRACTICE

Glen Iris Child Care and Kindergarten goes beyond the requirements of the National Quality Standard by embedding curriculum decision-making into every aspect of service practice. Rather than planning activities in isolation, educators use ongoing observations, critical reflection, children's voices, family partnerships and collaborative professional discussions to co-construct a curriculum that is dynamic, meaningful and responsive.

The Educational Leader works alongside educators through mentoring, coaching and reflective conversations to strengthen intentional teaching and curriculum quality. Documentation is viewed as a tool for improving practice rather than simply recording learning, ensuring observations lead to thoughtful planning and improved outcomes for children.

The service regularly evaluates the effectiveness of the educational program through educator reflection, family feedback, children's participation and Quality Improvement Plan goals, creating a culture of continuous learning and improvement.

We strengthen our funded kindergarten program through ongoing curriculum evaluation, implementation of School Readiness Funding initiatives, collaboration with families and specialist services, and intentional planning that supports every child's successful transition to school.

CONTINUOUS IMPROVEMENT

Glen Iris Child Care and Kindergarten is committed to continually enhancing the quality of our educational program.
This policy will be reviewed through:

- Critical reflection by educators.
- Educational Leader mentoring and curriculum reviews.
- Children's participation and feedback.
- Family feedback and partnerships.
- Professional learning and research.
- Review of curriculum documentation.
- Quality Improvement Plan goals.
- Changes to legislation, the VEYLDF (2026) and recognised best practice.
- Review the funded kindergarten program against the Victorian Government Kindergarten Funding Guide.

Continuous improvement ensures our curriculum remains innovative, inclusive, responsive and centred on achieving the best outcomes for every child.

RELATED LEGISLATION

Education and Care Services National Law Act 2010

- **s.168** – Education and care service policies and procedures.
- **s.169** – Policies and procedures to be followed.

Education and Care Services National Regulations 2011

- **Reg. 73** – Educational program.
- **Reg. 74** – Documenting of child assessments or evaluations for delivery of educational program.
- **Reg. 75** – Information about educational program to be kept available.
- **Reg. 76** – Information about educational program to be given to parents.
- **Reg. 118** – Educational leader.
- **Reg. 148** – Educational leader.
- **Reg. 168** – Education and care service policies and procedures.
- **Reg. 169** – Policies and procedures to be followed.

National Quality Standard

Quality Area 1 – Educational Program and Practice

- QA1.1.1 – Approved learning framework.
- QA1.1.2 – Child-centred.
- QA1.2.1 – Intentional teaching.
- QA1.2.2 – Responsive teaching and scaffolding.
- QA1.3.1 – Assessment and planning cycle.

Quality Area 5 – Relationships with Children

- QA5.1.1 – Positive educator to child interactions.

Quality Area 7 – Governance and Leadership

- QA7.2.1 – Continuous improvement.

Victorian Early Years Learning and Development Framework (VEYLDF) 2026

- Vision for Learning.
- Practice Principles for Learning and Development.
- Learning and Development Outcomes.
- Assessment for Learning and Development.

Victorian Child Safe Standards

- **Standard 2 –** Child safety and wellbeing is embedded in leadership, governance and culture.
- **Standard 5 –** Equity is upheld and diverse needs are respected in policy and practice.
- **Standard 11** – Policies and procedures document how the organisation is safe for children and young people.

Kindergarten Funding Guide (Department of Education Victoria)

RELATED DOCUMENTS

This policy should be read in conjunction with:

- Inclusion, Equity and Anti-Bias Policy
- Child Safe Environment Policy
- Supervision Policy
- Staffing Arrangements Policy
- Educational Leader Position Description
- Family Partnerships Policy
- Assessment and Planning Procedure
- Excursions Policy
- Sustainability Policy
- Digital Documentation and Privacy Policy
- Kindergarten Fees Policy
- Kindergarten Enrolment Policy

SUPPORTING DOCUMENTS

The following documents support the implementation of this policy:

- Educational Program Documentation
- Individual Learning Records
- Observations and Learning Stories
- Critical Reflection Records
- Weekly and Long-Term Curriculum Plans
- Family Input Records
- Children's Portfolios
- Room Meeting Minutes
- Professional Learning Records
- Quality Improvement Plan

EVIDENCE OF PRACTICE

Glen Iris Child Care and Kindergarten demonstrates this policy through:

- A play-based curriculum informed by the VEYLDF (2026).
- Ongoing observations, assessments and planning for every child.
- Children's ideas and interests influencing curriculum decisions.
- Strong partnerships with families contributing to learning goals.
- Intentional teaching strategies embedded throughout daily practice.
- Purposefully designed indoor and outdoor learning environments.
- Regular critical reflection by educators and the Educational Leader.
- Documentation that informs ongoing curriculum planning and evaluation.
- Continuous improvement through the Quality Improvement Plan.

REFLECTION & CONTINUOUS IMPROVEMENT

Critical reflection is fundamental to delivering a responsive and meaningful educational program.

Reflective questions include:

- How effectively are children's voices influencing curriculum planning?

- Does our educational program reflect the strengths, interests, cultures and identities of every child?
- How are intentional teaching strategies extending children's thinking and learning?
- Are our observations and assessments leading to meaningful planning decisions?
- How do partnerships with families strengthen continuity of learning?
- How effectively are our environments supporting curiosity, creativity and inquiry?
- What changes could further enhance children's learning, engagement and wellbeing?

Outcomes from these reflections inform curriculum planning, educator professional learning, policy review and our Quality Improvement Plan.

VERSION HISTORY

Version	Date Approved	Approved By	Summary of Changes
1.0	July 2026	Centre Director	Initial policy developed as part of the Glen Iris Child Care and Kindergarten Governance, Policy and Procedures Manual. Developed to align with the Education and Care Services National Law, National Regulations, National Quality Standard, VEYLDF (2026) and Victorian Child Safe Standards.