QKLG KINDERGARTEN PROGRAM POLICY

The Queensland Kindergarten Learning Guideline (QKLG) supports kindergarten teachers' professional practice in a range of contexts across Queensland. It adopts the vision of the Early Years Learning Framework V2.0 (EYLF) that 'all children experience learning that is engaging and builds success for life'. The QKLG provides specificity for children's learning across the year prior to starting school, recognising that children bring with them diverse identities and backgrounds. It acknowledges that parents/guardians are children's first teachers and values the vital role families play in children's lives and their ongoing learning. The QKLG provides a framework aligned to the EYLF V2.0 and is designed to support teachers in planning and implementing high-quality teaching and learning.

The United Nations Convention on the Rights of the Child (the Convention) (United Nations 1989) states '*that all children have the right to an education that lays a foundation for the rest of their lives, maximises their ability, and respects their family, cultural and other identities and languages*.' (EYLF, V2.2, 2022, p.5).

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1	Program	The educational program enhances each child's learning and development.
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.2	Practice	Educators facilitate and extend each child's learning and development.
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

1.3	Assessment and planning	Educators and coordinators take a planned and reflective approach to implementing the program for each child.
1.3.1	Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
1.3.3	Information for families	Families are informed about the program and their child's progress.

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.2.2	Educational leadership	The educational leader is supported and leads the development of the educational program and assessment and planning cycle

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Sec.168	Offence relating to required programs
73	Educational programs
74	Documenting of child assessments or evaluations for delivery of educational program
75	Information about educational program to be kept available
76	Information about educational program to be given to parents
118	Educational leader
148	Educational leader
168	Education and care service must have policies and procedures
170	Policies and procedures are to be followed
254	Declared approved learning frameworks

ADVENTIST IDENTITY EARLY CHILDHOOD STANDARDS		
1.4	Understand how children learn about Jesus, grow in Christian Faith, and be strongly embedded in children's learning and development.	Be deliberate about implementing teaching and learning approaches that support and promote children's relationship with Jesus.
		Utilise the Early Encounters with Jesus Bible Curriculum to maximise children's learning and understanding of Jesus and the Bible, and to draw them into a closer relationship with God.
		Support the development of children's spiritual awareness, faith formation and Biblical knowledge through scaffolding, intentional teaching, co-construction, and sense making.
2.3		Support children's faith development in a holistic,

	Promote and support children to honour Jesus by taking care of their health, safety, and wellbeing.	respectful, safe, and healthy environment.
		Teach children that they are created by God as unique and valued individuals and help them recognise and practice safe and healthy behaviours.
		Share with children that Jesus loves them and will always be with them.
		Nurture children's well-being and support personal care routines.
3.3	Understand the Biblical account of creation and support children to be stewards of God's gift of nature.	Support children in developing an understanding of creation, an appreciation of nature and care of the environment.
		Support children in responding to nature with a compassionate and caring spirit.
		Utilise exploration of the environment and nature play experiences to allow children to grow deeper in their relationship with Jesus.
4.3	Convey Christian character and professionalism to enhance children's learning and development.	Support children in understanding what it means to grow as a Christian, through learning and teaching experiences and role modelling.
5.3	Build strong and trusting relationships with children in a Christlike manner	Recognise and affirm that each child is a unique and valued child of God.
		Support children's development of Christian character, including trust, confidence, self-awareness, and interpersonal and social skills.
		Guide children's development of self-control, competence, personal responsibility, and self-regulation.
		Support and be inclusive of children with additional developmental needs and disabilities.
6.3	Emulate the mission and ethos of an Adventist Early Learning Service.	Support children in developing an understanding of family, culture, community, and service to others in accordance with the mission and ethos of an Adventist Early Learning Service.

RELATED POLICIES

Additional Needs Policy	Interactions with Children, Family, and Staff Policy
Behaviour Guidance Policy	Payment of Fees Policy
Celebrations Policy	Privacy and Confidentiality Policy
Child Care Subsidy (CCS) Governance Policy	Multi-Cultural Policy
Code of Conduct Policy	Photograph Policy
Cyber Safety Policy	Physical Activity Policy
English as an Additional Language or Dialect (EAL/D) Policy	Physical Environment Policy
Educational Program Policy	Privacy and Confidentiality Policy
Child Safe Environment Policy	Professional Development Policy
Enrolment Policy	Record Keeping and Retention Policy
Environmental Responsibility Policy	Respect for Children Policy
Excursion/Incursion Policy	Supervision Policy
Family Communication Policy	Transition to School Policy

PURPOSE

The purpose of this policy is to develop and enhance children's learning and development through the pedagogical approach and practices of educators in a positive learning environment through which the five learning and development areas from the Queensland Kindergarten Learning Guideline (QKLG) are endorsed and supported. Educators will observe, document, and interpret data to support the preparation of the environment and provide children with experiences that are meaningful, purposeful, engaging, and support their holistic development.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers, and visitors of the Service.

IMPLEMENTATION

In practice, the Service is committed to ensuring that all reasonable steps are taken to meet the requirements of the Queensland Kindergarten Learning Guidelines, therefore it will implement the following measures:

The Queensland Kindergarten Learning Guidelines will guide the Early Childhood Teachers and educators in their curriculum decision-making, and assist them in planning, delivering, and evaluating quality programs in early childhood settings.

In compliance with the approved learning framework, and Educational and Care Services National Regulations, the program will contribute to the five learning and development areas for each child:

- Identity
- Connectedness
- Wellbeing
- Active learning
- Communicating

The Approved Provider will ensure:

- obligations under the *Education and Care Services National Law and National Regulations* are met
- ensure educators, staff, students, visitors, and volunteers have knowledge of and adhere to this policy
- the education leader selected is supported to lead the development, implementation, and review of the educational program and assessment and planning cycle within the Service

- the educational leader has the skills, knowledge, and attributes to mentor and work collaboratively with educators, fostering a shared responsibility and professional accountability of children's learning, development, and wellbeing
- the staff record includes the name of the person designated as the educational leader
- the educational leader accepts the position of educational leader in writing (Reg. 118).

The Approved Provider/ Nominated Supervisor/ Educational Leader will:

- ensure a high-quality educational program based on the Queensland Kindergarten Learning Guideline and is delivered to all children in accordance with the framework
- ensure the program is evidence-based, age-appropriate and supports and extends the developmental needs, interests, and experiences of each child
- ensure the program contributes to the five learning and development areas for each child
- ensure planning for learning is a continuous cycle that involves observation, planning, implementation, critical reflection, assessment, evaluation, and critical reflection
- work in partnership with children and families, communities, teachers in schools, and other professionals to inform educational practices that are place-based and relevant to that community
- ensure Aboriginal and Torres Strait Islander perspectives are embedded in the program
- gather information from families upon enrolment regarding the child's needs, interests, and family backgrounds
- document family input with the educational program to strengthen connections and partnerships
- ensure all educators work as a team in preparing and/or implementing the curriculum that adheres to the service philosophy
- ensure educators are intentional in all aspects of their professional practice
- ensure all children have access to a quality and inclusive educational program that celebrates and makes visible children's diversity
- ensure adaptations/adjustments are made in the environment for children with disability and additional needs. Management will make appropriate, professional referrals where necessary with family permission.
- ensure a conscious balance between indoor and outdoor experiences is planned for with large blocks of unstructured time for uninterrupted child-initiated play
- promote children's physical activity by supporting the development of their gross motor skills and fostering the emergence and refinement of fundamental movement skills through a range

of intentionally planned and spontaneous active play learning experiences. (See: *Physical Activity Policy*)

- ensure key physical activity recommendations from Australian Government guidelines- Get up & Grow and/or *Munch and Move (NSW)* are embedded into our curriculum
- support families through positive, respectful, and reciprocal relationships through regular communication
- ensure the educational program is displayed in a place that is accessible to parents and families (Reg. 75)
- ensure information regarding the content and operation of the education program is provided to families if requested (Reg. 76)
- provide information regarding the child's participation in the program when requested by families (Reg. 76)
- ensure a copy of the program is available at all times (Reg. 75)
- use children's play and learning experiences to build and develop each child's individual learning profile to record their learning journey. This may include Learning Stories, portfolios, observations, photographs with captions and annotations, children's feedback, and other documentation demonstrating strengths and development.
- ensure documentation relating to child assessments or evaluations for delivery of the education program is recorded (Reg. 74), including:
  - assessments of the child's developmental needs, interests, experiences, and participation in the education program
  - assessments of the child's progress against the outcomes of the educational program.

Educators will:

- collaborate with the educational leader for curriculum direction and guidance
- collaborate with children to influence the development of the program in response to their strengths, ideas, abilities, and interests
- act deliberately, thoughtfully, and purposefully to support children's learning through play-based learning
- plan a contextual program that actively promotes or initiates the investigation of ideas, complex concepts, and thinking, reasoning, and hypothesising the supports in learning, development, and well-being of each child
- display cultural responsiveness by learning about multiple perspectives and diversity such as Aboriginal and Torres Strait Islander peoples, ethnic, cultural, linguistic, family, and individual's diversity

- use the learning outcomes to guide the planning for children's learning
- implement an ongoing cycle of planning, documenting, responding to, and supporting children's learning which will underpin the educational program and involve educators in critically thinking about what is achievable and why
- use multiple sources of information to gather and document different aspects of children's learning, development, and wellbeing
- take responsibility for being culturally responsive and respectful of everyone's backgrounds, beliefs, values, customs, knowledge, lifestyles, and social behaviour
- document children's well-being and learning, utilising contemporary theories and research concerning children's play, leisure, and learning, and make this visible to children, educators, and families
- respect children's growth mindset and acknowledge children as competent and capable learners
- provide experiences that include both structured and unstructured learning times catering to children's individual needs and interests and, are age-appropriate
- encourage children to act intentionally and with agency in play as they make decisions
- allow large blocks of uninterrupted time to allow children to develop their ideas and interests in their learning environments allowing children to explore the physical, social, and intellectual elements of their activities
- intentionally plan and implement learning experiences using information about a child's interests, curiosities, and funds of knowledge
- plan a contextual program that actively promotes or initiates the investigation of ideas, complex concepts and thinking, reasoning, and hypothesising the supports in learning, development, and well-being of each child and young person
- provide experiences that support and develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, enthusiasm, persistence, and imagination
- plan and implement the intentional teaching of Fundamental Movement Skills (FMS) to support the physical development of children of all ages
- ensure information about the child's participation in the program is available for families utilise family feedback for creating children's assessment and evaluation to create an authentic and meaningful assessment whilst valuing the children's role in assessing their learning
- explore ideas and theories using imagination and creative play
- use the learning outcomes, practices, and principles to guide planning for children's learning and play and to encourage the development of their self-worth, uniqueness, and positive view

of themselves helping frame their personal and social identity of children and identities of Aboriginal and Torres Strait Islanders children

- teach children the importance of taking responsibility for their health and safety to ensure their own well-being and personal safety
- provide children with ongoing encouragement and positive reinforcement
- make use of spontaneous 'teachable moments' to extend children's learning
- respond to children's displays of learning dispositions by commenting on them and providing encouragement and additional ideas
- further extend critical thinking skills through provocations
- plan realistic curriculum goals for children based on observation and assessment of individual needs and interests
- seek opportunities within the routine for spontaneous play and experiences
- ensure that all children's experiences are recognised and valued with equitable access to resources and opportunities to demonstrate their learning
- use a variety of methods to assist reflection on children's experiences, thinking, and learning
- ensure critical reflection examines all aspects of events and experiences from different perspectives, identifying children's learning, spontaneous play, teaching strategies, and changes that may be needed in the environment
- assist children to develop daily habits, understanding, and skills that support health and wellbeing.

(ACECQA, 2023)

System Responsibilities

The Approved Provider acknowledges its responsibility to ensure that each service meets the requirements of the Queensland Kindergarten Funding Scheme (QKFS) to remain eligible to receive QKFS funding subsidies and will undertake the following to guarantee each service:

- holds a current service approval under the Education and Care Services National Law (Queensland) Act 2011
- holds appropriate public liability insurance of at least $10 million
- offers an approved kindergarten program
- has a fee structure that demonstrates that cost is not a barrier to access.

Service Responsibilities

The Service is responsible for offering an approved kindergarten program that is attentive to the emotional, physical, social, and academic needs of its children, and will be responsible for complying with the following:

- the eligible age cohort is children who are at least 4 years old by the 30th of June of the year they participate in the kindergarten program
- to appropriately deliver an approved kindergarten learning program that meets the requirements of the Queensland Kindergarten Learning Guideline
- evidence of date of birth must be provided by the parent on enrolment and the child must be enrolled in the name identified on the birth certificate
- the kindergarten program is delivered by a qualified early childhood teacher or 'equivalent' early childhood teacher, for 15 hours a week for 40 weeks, or 600 hours a year, ensuring every effort is made to engage a qualified ECT in the case of absence
- each child must attend the kindergarten program a minimum of two days each week
- families who have a Health Care Card, or DVA White Card, are identified as Aboriginal or Torres Strait Islander, or have three or more children of the same age, enrolled in the same year, are eligible for a further subsidy. Evidence must be given on enrolment
- children younger than the eligible age will not be accepted into the kindergarten program
- Children can repeat the kindergarten program for a second year
- where a child is observed to display delays in key outcome areas of learning and development, the possibility of a delayed entry or exit will be considered.
- where a child is considered the possibility of a delayed entry or exit from the kindergarten program the following criteria will be applied:
    1. Children who are of the eligible age will be accepted first
    2. The child's development milestones of the child
- ensuring reasonable steps are taken to minimise the possibility of claims for funding for children that may be enrolled in more than one kindergarten program
- maximising and prioritising enrolments of eligible age children
- provide an inclusive program to ensure all children can participate appropriately in the program.

Compliance and Monitoring

In accordance with its responsibilities, the Service will undertake the following compliance and monitoring activities:

- keep up-to-date and accurate records of the enrolment status of children
- keep up-to-date and accurate records of qualifications of employees and conditions of employment
- document advice given to parents and employees
- comply with requests by the Department of Education as the regulatory body.

Nominated Supervisor/ ECT/ Responsible Person will:

- be aware of their responsibilities under the Queensland Kindergarten Funding Scheme
- ensure that their qualifications are appropriate and meet QKFS funding requirements
- provide up-to-date documentation in the case of actively working towards an ECT qualification.
- ensure that a suitable program based on the QKLG is delivered to children of the kindergarten age
- ensure all Educators work as a team in preparing and/or implementing the curriculum that adheres to the service philosophy
- ensure modifications are made in the environment for children with special needs
- will make appropriate, professional referrals where necessary with family permission
- ensure a conscious balance between indoor and outdoor experiences is planned for with large blocks of unstructured time for uninterrupted child-initiated play
- promote children's physical activity by supporting the development of their gross motor skills and fostering the emergence and refinement of fundamental movement skills through a range of intentionally planned and spontaneous active play learning experiences
- ensure physical activity is embedded into our curriculum
- support families through positive, respectful, and reciprocal relationships through regular communication
- ensure the educational program is displayed in a place that is accessible to parents and families
- ensure a copy of the program is always available.

Parents will be responsible for:

- provide relevant documents, in a timely manner, as requested on enrolment and throughout the kindergarten year, including birth certificates, immunisation records, and Health Care Card entitlements (if applicable), and indicate if the child or family identifies as Aboriginal or Torres Strait Islander
- advising the Service if their child is also attending another funded kindergarten program, including clarification regarding which Service will receive the subsidy for their child
- where applicable, discuss with the Service the possibility of delaying the exit of their child from the kindergarten program.

INFORMATION TO BE DISPLAYED AT SERVICE	
Kindergarten Program Statement of Fees	Locate on SharePoint – Kindergarten - Statement of Fees
Approval Information	Approval certificate, kindergarten learning program operating times, and name and qualifications of the kindergarten teacher delivering the kindergarten program.
Kindy Tick	To help parents recognise kindergarten programs that have been officially approved by the Queensland Government, services must display the 'kindy tick'.

RELATED RESOURCES

Assessment and Planning Cycle Guide and Procedure Educational Program and Practice Procedure Pre-Assessment Audit (QA1)	Assessment and Planning Cycle Audit Management Programming Audit Observation Records

SOURCE

Australian Children's Education & Care Quality Authority. (2014).
Australian Children's Education & Care Quality Authority. (2023). *Guide to the National Quality Framework.*
Australian Government Department of Education. *Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0, 2022*
Australian Government Department of Education. (2022). Information sheet. Belonging, Being and Becoming. Cultural responsiveness.
Australian Government Department of Education. (2023). Play-based learning and intentionality.
Australian Government, Department of Health and Aged Care (2013). *Get Up & Grow. Healthy Eating and Physical Activity for Early Childhood.*
Caplan, L, & Kyretses, S. (2014). *Programming with the early years learning framework.* Cragieburn, Victoria: Curriculum Kids.
Early Childhood Australia Code of Ethics. (2016).
Education and Care Services National Law Act 2010. (Amended 2023).
Education and Care Services National Regulations. (Amended 2023).
Munch & Move: https://www.healthykids.nsw.gov.au/campaigns-programs/about-munch-move.aspx
Revised National Quality Standard. (2018).
Western Australian Education and Care Services National Regulations
Queensland Kindergarten Funding Scheme: Funding requirements. (2020).
ISQ Early Childhood Factsheet – QKFS Funding Rates for ISQ CGB Member Kindergartens

REVIEW

POLICY REVIEWED BY	KAREN PETRIE	PROJECT OFFICER – EARLY CHILDHOOD	JUNE 2024
POLICY REVIEWED	JUNE 2024	NEXT REVIEW DATE	JUNE 2025
MODIFICATIONS	• no major changes to policy • minor formatting edits within text • Added Approved Provider responsibilities		

POLICY REVIEWED	PREVIOUS MODIFICATIONS	POLICY REVIEWED
JUNE 2023	• no major changes to policy • minor formatting edits within text • linked to other policies	JUNE 2024
JUNE 2022	• no major changes to policy • minor formatting edits within text	JUNE 2023
JUNE 2021	• new format	JUNE 2022
JUNE 2020	• draft policy created	JUNE 2021