

POLICY

PRE-COMPULSORY YEARS OF SCHOOLING: EARLY YEARS LEARNING FRAMEWORK

Responsibility of:	Early Childhood Education and Care	DoE file:	EC2017/245-2
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Target audience:	Pre-compulsory Educators in the Northern Territory		

This document should be read in conjunction with the Early Years Learning Framework.

POLICY

The Department of Education recognises the importance of the early years of a child's life and the impact on a child's health, wellbeing and lifelong learning. As such, the department mandates the use of the Early Years Learning Framework (EYLF) in all government preschool and Transition classes across the Northern Territory (NT).

The EYLF aligns the department's priorities to support young children and their families to achieve the best from their early childhood years from birth to five years. This policy relates to the use of the EYLF in provision of education in preschool and Transition known as pre-compulsory years of schooling.

The EYLF is to be embedded across the preschool and Transition years of schooling to ensure the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of students. This will lead to a sound grounding of the skills and abilities that will enable individuals to contribute to a well-educated workforce.

In the preschool and Transition years, planning and programming will reflect the intent of the EYLF. Preschool teachers will use the EYLF in conjunction with the NT Preschool Curriculum while Transition teachers will use the EYLF in conjunction with the Australian Curriculum. Preschool and Transition teachers will use a range and balance of effective, age-appropriate pedagogies to cater for young children.

BUSINESS NEED

Quality early childhood experiences enhance children's learning and development outcomes and overcome disadvantage. Further research supports that quality early childhood experiences have ongoing impact beyond schooling on to adult productivity, health and wellbeing.

The EYLF describes the principles, practices and outcomes essential to support and enhance young children's learning from their birth to five years of age. In the NT, these ages are inclusive of the preschool and Transition years of schooling.

The EYLF is an approved learning framework under the National Quality Framework, which is legislated in the NT under the [Education and Care Services \(National Uniform Legislation\) Act 2011](#). Preschools are in scope of this law.

SCOPE

This policy applies to all NT Government schools that have responsibility for delivering early childhood programs and/or services.

This policy provides an overarching framework for the preschool and Transition years of schooling to embed the principles, practices and learning outcomes of the EYLF.

DEFINITIONS

The Early Years Learning Framework guides educators to provide young children with opportunities to maximise their potential and develop a foundation for future success in learning by outlining the framework's principles, practices and learning outcomes.

National Quality Framework

The National Quality Framework (NQF) forms part of a broader Council of Australian Governments agenda to pursue substantial reform to deliver a higher standard of care for children in the critical areas of education, health and safety.

Pre-compulsory Years of Schooling

Pre-compulsory years of schooling in the NT comprise preschool and Transition. Schooling is compulsory from the age of six.

Preschool

Preschool students are three and a half to four and a half years of age at the beginning of the school year. Preschool is a non-compulsory, planned, play-based learning and development program.

Transition

Transition students are four and a half to five and a half years of age at the beginning of the school year. Transition is a non-compulsory, planned program using a range of age-appropriate pedagogies that assists in the development of children moving into Year 1.

ROLES AND RESPONSIBILITIES

Early Childhood Education and Care will:

- provide capacity-building support for regional curriculum officers, school leaders, teachers and educators to effectively implement the EYLF principles, practices and learning outcomes.

Regional Directors will:

- ensure the provision of support to principals so that those teaching in the pre-compulsory years of schooling use the EYLF to guide the principles, practices and learning outcomes.

Regional Learning and Performance leaders will:

- provide professional learning support to school leaders in the pre-compulsory years of schooling in the principles, practices and learning outcomes outlined in the EYLF.

Principals will:

- ensure that the principles, practices and learning outcomes for the pre-compulsory years of

schooling are delivered using the EYLF

- support preschool and Transition teachers to collaborate, using the NT Early Childhood Transitioning Policy Package, to ensure children's learning and wellbeing are seamless as they move through the pre-compulsory years and are reported through each school's annual operation plan.

Preschool and Transition Teachers and educators will:

- use the EYLF to guide the principles, practices and learning outcomes for children
- collaborate, using the NT Early Childhood Transitioning Policy Package, to ensure children's learning and wellbeing is seamless as they move through the pre-compulsory years.

Preschool Teachers and educators will:

- ensure the provision of quality teaching and learning using the principles, practices and learning outcomes of the EYLF and the NT Preschool Curriculum to align with the NQF.

Transition Teachers and educators will:

- ensure the provision of quality teaching and learning using the principles, practices and learning outcomes of the EYLF and a range and balance of age-appropriate pedagogies to teach the content of the Australian Curriculum.

RELATED POLICY, LEGISLATION AND DOCUMENTS

- [Education and Care Services \(National Uniform Legislation\) Act 2011](#), which includes the *Education and Care Services Act (NT)*
- [Education and Care Services National Regulations](#)
- [Enrolment Policy](#)
- [Enrolment and orientation of new children and their families in preschool guidelines](#)
- [NT Early Childhood Transitioning Policy Package](#)
- [Students with Disability Policy](#)

Related Documents

- The [Early Years Learning Framework](#), Commonwealth Government Department of Education, Employment and Workplace Relations, Commonwealth of Australia
- The [Educators Guide to the Early Years Learning Framework](#), Commonwealth Government Department of Education, Employment and Workplace Relations, Commonwealth of Australia
- The [NT Preschool Curriculum](#), Northern Territory Department of Education
- The [NT Early Childhood Transitioning Policy Package](#), Northern Territory Department of Education
- The [Australian Curriculum F-10](#)

EVALUATION

Evaluation of the effectiveness of this policy will be through analysis of data provided by regions to Early Childhood Education and Care during the life of this policy.