**PLAC 907**

**PROFESSIONAL PRACTICE EXPERIENCE (3-5 YEARS) (ASSESSMENT 3)**

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PROFESSIONAL EXPERIENCE PORTFOLIO

137 Kent Road Uniting Kindergarten, Pascoe Vale VIC, 3044

Overview of the service

The name of the service is Kent Road Uniting Kindergarten. It is located at 137 Kent Road Uniting Kindergarten, Pascoe Vale, VIC, 3044. Uniting Early Learning is a not-for-profit community service oraganisation. The Pascoe Vale community service has been in operation since 1961 (Uniting Early Learning, n.d.). The sessional kindergarten is for 3-4-year-olds (a mixed group). The names of the two different groups are Waratah group, whose program hours are Tuesday and Thursday, 8.30 am to 4:00 pm, whereas the next group name is Acacia group, whose program hours are Monday, Wednesday, and Friday, 8:30 a.m. to 1.30 pm. The Waratah group consists of 4- 5-year-old kindergarten, and the Acacia group consists of 3-4-year-old kindergarten. This is free for eligible three to four-year-old children enrolled in sessional kindergarten programs (Uniting Early Learning, n.d.). The service provides a play-helpful, interest-based program informed by the Early Years Learning Framework that promotes exploration, inquiry, and discovery through interaction-rich, nature-rich experiences (AGDE, 2022). Large outdoor gardens, swings, a cubby house, climbing equipment, a sand pit, and a shaded deck area are also popular with the children, as well as expansive indoor learning facilities. The kindergarten has stimulating activities such as theatrical workshops, a visit to the dentist, classes in rhythm and movement, pet education, and the Mandarin Language Program based on introduces the concept to the child that including storytelling, dancing, music, and arts into daily teaching (Uniting Early Learning n.d.). Fundraising, parent partnerships, volunteer work, and cultural events encourage effective family and community partnerships. Rated the service will provide a warm, inclusive, and engaging environment contributing to the learning, welfare, and belonging of children through promoting children and the National Quality Standard in various aspects (ACECQA, 2024).

Your engagement with the elements of professional practice, including:

1. The dimensions of professionalism

I was able to support EYLF Outcome 4: Children are confident and involved learners (Department of Education, 2022), at Kent Road Uniting Kindergarten as a placement student, when I illustrated my professional knowledge by conducting a volcano in the sandpit demonstration that also stimulated children with inquiries and understanding of cause and effect. In terms of professional practice, I supervised and monitored children as they were playing on swings and rope climbers, ensuring that they were safe and promoting their body acquisition and self-confidence under the expected EYLF Outcome 3: Children have a strong sense of wellbeing (Uniting Early Learning, n.d.). At the times of drop-off and parent pick-up, I was communicating with families in a positive mode and building relationships by providing positive feedback regarding the development of the children. This assisted me in forming professional relationships. My efforts to facilitate the development of the necessary equipment, such as shoes and props to support the inclusive involvement of students, and to engage the signing strategies to assist the young learners with language needs, satisfied professional ethics. During my professional development, I organized a group art project, where I assisted children in drawing pictures of flowers in simple steps, showing them the process of creativity as well as developing the skills of small muscles. Finally, I provided a good example of professional leadership when organizing and leading this group art activity in a way that made sense and increased self-esteem and pleasure in the children.

1. Declarations, conventions, obligations, and codes:

As prescribed by the national and international governing structures, the teachers in Kent Road Uniting Kindergarten at Pascoe Vale insist on having a rigorous regard for children's rights and ethics. The operations of this service are based on the United Nations Convention on the Rights of the Child (UNCRC), which points out the right of every child to education, protection, and participation. This is manifested in their inclusive policy that accommodates the needs of children with intellectual and physical disadvantages and ensures that every family feels that it belongs.

The kindergarten is also in line with the Early Years Learning Framework (EYLF), which guides teachers to provide play-based learning experiences, assisting the children to achieve their learning goals. Some of the activities that promote the curiosity of the children, their communication skills, and awareness of culture entail gardening, exploring how to move the water in the plants, as well as engaging in a Mandarin language program.

Also, the program of the Kent Road Uniting Kindergarten helps children develop in every aspect, identity, welfare, and learning, by correlating to the Victorian Early Years Learning and Development Framework (VEYLDF). The attraction to nature-related play allows children to exercise, learn socialising, and the need to care about the environment because the features include herb gardens, sand pits, and climbing frames.

Kent Road Uniting Kindergarten demonstrates the dedication to valuing the rights of children, facilitating moral behavior, and providing a superior early learning environment in which the child develops holistically through the principles and ideals.

1. National regulatory considerations:

Being together on Kent Road, Pascoe Vale Kindergarten fulfills the national regulatory requirements that offer outstanding early childhood care and education. The Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011 regulate the provision of the service by establishing the legal foundation of approval of services, qualification of educators, and child safety standards. These rules form part of the National Quality Framework (NQF) that also includes the National Quality Standard (NQS) in an effort to promote the continuous improvement of the services. It sets standards in seven areas of quality.

NQS addresses issues such as educational program and practice, the health and safety of children, the physical environment, staffing arrangements, relationships with children, effective partnerships with families and communities, and governance and leadership, and is assessed and weighted against Kent Road Uniting Kindergarten as a part of NQF. The fact that the kindergarten has numerous ratings of exceeding NQS is evidence of the emphasis the kindergarten places on high-quality practices (Uniting Early Learning, n.d.; Australian Children’s Education & Care Quality Authority [ACECQA], 2023).

Moreover, the kindergarten follows the Early Years Learning Framework (EYLF), which is recognised as a learning system under the National Quality Framework (NQF). Educators make use of the EYLF when setting up play-based learning experiences designed to enhance outcomes in children. In activities such as gardening, watering the plants, nature contributes largely to these experiences at Kent Road Uniting Kindergarten. Following the EYLF outcomes, these activities on the basis of nature, imply the development of children, their learning and understanding, development and communication skills, and cultural awareness (Department of Education, 2022; Uniting Early Learning, n.d.).

The kindergarten keeps children out of the risk of abuse and hurt through applying Child Safe Standards along with these frameworks. Based on these requirements, providers have to conduct sound policies and procedures, which would help facilitate child safety and combat any allegations or incidents of abuse(Uniting Early Learning, n.d.).

Kent Road Uniting Kindergarten demonstrates its aim to provide a secure, comfortable, and outstanding learning environment, encouraging the overall development of each child by following some national regulations.

1. National Quality Standards

Kent Road Uniting Kindergarten in Pascoe Vale has a high percentage of dedication towards the National Quality Standard (NQS), with passing scores in a number of significant areas of achieving the NQS ratio, which was known as Exceeding NQS. Some of these areas are the health and safety of children, staffing plans, relations with children, educational program and practices, and productive partnerships with families and communities. The physical environment in the kindergarten, its governance, and leadership have reached a rating of satisfaction of NQS, which is meeting. The scores show the efforts that the service makes to provide the best early childhood education and care to children, giving them the best beginnings in life (Care for Kids, n.d.; Toddle, n.d.; Uniting Early Learning, n.d.).

The nature-learning approach used in the kindergarten, which promotes awe in children as an extension of their curiosity and communication skills, as well as knowledge of their culture, proves that it is dedicated to the NQS. With the goals of the Early Years Learning Framework (EYLF) in mind, it is necessary to conduct the curriculum-based activities such as gardening, watering plants, and exploring how the rainwater moves through the rain tanks. Such experiences create the spirit of learning and the attachment to the natural world and help children to develop and learn (Department of Education, 2022; Uniting Early Learning, n.d.).

Kent Road Uniting Kindergarten reflects the best practices in early childhood education settings because it constantly exceeds the national standards and provides all children with a safe, friendly, and challenging environment.

1. Safety, Health, Well-being, and wellness

As part of the best practice and according to the national standards, Kent Road Uniting Kindergarten in Pascoe Vale is firmly committed to the health, safety, and welfare of children.

Centered on the national frameworks and the best practices, Kent Road Uniting Kindergarten in Pascoe Vale demonstrates a comprehensive commitment to the development of the safety, health, wellbeing, and wellness of all children in its responsibility. The physical environment is secure and welcoming and sits on large outdoor play spaces with climbing frames, swings, sand and mud pits, vegetable and herb gardens, etc. that promote connection with nature, physical interaction and activity, and social interaction. As an illustration, when children are playing with ropes and slides, teachers watch them so that the children will feel safe, remain confident, and develop their physical skills. Shade is used to shelter children against bad weather through natural trees and shade sails in order to enhance outdoor safety.

The fact that the kindergarten shows its dedication to health is evidenced by well-worked-out policies such as the Administration of Medication Policy and the Asthma Management Policy that ensure that children with specific medical needs are provided with the care they need. Furthermore, mental health and well-being are heavily prioritised in the program via the Mental Health and Well-being Protocol, allowing educators to enable social and emotional learning by building a vertical relationship of trust between the educators, children, and families. The lessons provided by the teachers entail skills such as mindfulness and group discussions of emotions that help one decide on emotional control and possess resilience.

Also, Kent Road Uniting Kindergarten benefits well-being, and the focus is put on the positive food habits by drinking water, including watering the plants and gardening, with the help of which, children can learn about nutrition and the origin of what they are eating. These policies and practices encourage children to develop holistically within the kindergarten environment by implementing them as daily routines. This makes it so that the children feel safe, appreciated, and able to succeed in every aspect of their lives, physically, emotionally, and socially (Uniting Early Learning, n.d.; Department of Education, 2022).

1. National Curriculum Frameworks:

Coming together one of the national curriculum guidelines that the Pascoe Vale Kindergarten adheres to is the Early Years Learning Framework (EYLF), which guides teachers on ensuring that they enhance learning in children through play-based interactions. Its programs are designed to ensure the kindergarten children develop in various aspects, including communication, learning, identity, and well-being. To ensure the participation of the students and encourage them to love learning, teachers develop lessons depending on the interests and abilities of the students. As an example, nature-associated activities promoting curiosity, cultural sensitivity, and the ability to communicate, such as gardening, observation of rainwater flow, involvement in a Mandarin language program, etc., play a crucial role in the curriculum. Other educational opportunities include dramatic workshops to develop social skills and creativity, rhythm and movement programs which develop physical development and coordination. These processes explain why the kindergarten is committed to ensuring that an inclusive and comprehensive learning environment is established following the guiding principles and the objectives of the EYLF (Uniting Early Learning, n.d.; Department of Education, 2022)

1. Professional Teaching Strategies

With the development and execution of purposeful, engaging, and developmentally appropriate learning encounter, which fosters the general development of the children, Kent Road Uniting Kindergarten in Pascoe Vale is highly committed to the professional teaching standards. In order to help children be curious, think critically, and explore science, teachers, in this case, employ white vinegar and baking soda mixed with colors to illustrate a volcanic explosion in the sand pit. Another helpful and practical activity is to mix milk with colors and detergent in order to make children learn about chemical reactions, but also learn to enhance sensory perception and scientific knowledge. These activities are activities that children need the conversation to learn language and social skills, cause and effect, and also cooperate together. These practices are very much in line with the Early Years Learning Framework (EYLF) where focus is on outcomes which refer to cognitive development, communicating with children, their identities, and wellbeing (Department of Education, 2022). Additionally, teachers embrace a cycle of reflective practice and constructive teamwork, which constantly improves their practices in a way that learning spaces become inclusive, safe, and sensitive to the needs of individual children. Such dedication values professional conduct and creates a supportive environment that encourages children to learn and develop and have a lifelong passion towards learning (Uniting Early Learning, n.d.).

1. Play Pedagogies;

In producing and enforcing meaningful, engaging, and age-appropriate learning activities that enhance the general growth of children, Kent Road Uniting Kindergarten in Pascoe Vale can be described as a ray of hope for a school that is keen on professional standards of teaching. Educators facilitate hands-on activities such as volcano eruptions in a sandpit using baking soda mixed with white vinegar, paint drops, milk, and detergent. These activities can develop healthcare enquiry, critical thinking, and curiosity in the children through dialogue and working together, allowing the children to explore chemical reactions, analyse cause and effect, and enhance their language and social skills. Sensory play activities (taking the shape of creating objects with playdough) also involve children and therefore boost their fine motor skills, creativity, and problem-solving skills. When the process of playdough making is involved, the educators also encourage children to learn measures, combine ingredients, and understand elements of basic cause and effect, which enhances their linguistic and scientific logic. These approaches are very much in line with the Early Years Learning Framework (EYLF), which also puts a great focus on objectives related to the cognitive development of children, their communication, identity, and wellness (Department of Education, 2022). In order to enhance their teaching practices further and to ensure that the classrooms are friendly, safe, and sensitive to the needs of each and every student, the educators also engage in a continuous reflective practice and collaborative teaming. Uniting Early Learning (n.d.) states that such commitment will uphold quality professional practices and set up an encouraging setting in which children feel affirmed to learn, develop, and form a lifelong love of learning.

1. Educational program and practice, and learning environment provision;

Kent Road Uniting Kindergarten at Pascoe Vale is in line with the Early Years Learning Framework (EYLF), which involves children in a play-based, child-centred education program that promotes enquiry, discovery, and exploration. Learning experiences are well planned with consideration of the interests and developmental stages of the children in addressing significant EYLF outcomes such as identity, well-being, communication, and learning. Activities include participation in Mandarin language program, creative sessions such as rhythm and movement, and stage work and recreation using nature to its natural potential, e.g., gardening and exploration of rivers through river flow. Besides, instructors also conduct participatory games such as show and tell, where children bring something from home and share why they like it, who brought it, and answer questions from other children in class. The inclusive, safe, and friendly learning environment involves big gardens, climbing frames, sand pits, swings, cubby houses, and covered deck areas, among others. Another means through which children play with their imagination is building and playing with block houses that help children build social skills, hone their creativity, and collaborate. Learning areas are indoor and spacious, and they are equipped with instructional materials, drawing materials, and blocks to optimize learning and playing. The environment helps to develop social interaction, physical growth, and a relationship with nature. To establish the positive environment of the community, family and community consultations are also advertised through cultural events, fundraising activities, and volunteer service opportunities (Uniting Early Learning, n.d.).

1. Respectful Relationships and Responsive Engagement with children;

According to the Early Years Learning Framework (EYLF), Kent Road Uniting Kindergarten in Pascoe Vale also displays a high commitment to cultivating polite relationships and responsive interactions with children. Teachers establish relations with every student being warm, trusting, and mutual; they listen attentively to the individual needs, skills, and cultural background of students. Being valued through their voices and experiences, this technique facilitates the well-being and identity of children.

As an example, children bring a piece of their favourite things home to be presented at show and tell and discuss why it means something to them, who sent it, and how they respond to inquiries from peers. This activity develops social feelings of confidence, belonging (EYLF Outcome 1: Children have a strong sense of identity), and communication skills (EYLF Outcome 5: Children are effective communicators). It also trains children on how to express themselves readily and listen to each other respectfully.

Kent Road also ensures family and community involvement through cultural events, the exchange of personal stories, and engaging in volunteer and fundraising activities. This promotes relations between families and educators and contributes to the knowledge of children in kindergarten and at home in accordance with EYLF Outcome 2: Children are connected to and contribute to their worlds.

To sum it up, Kent Road Uniting Kindergarten creates an inclusive and positive environment through proper interactions and attentive observation to promote the overall development of the child and their future academic performance (Uniting Early Learning, n.d.; Department of Education, 2022).

1. Dignity, equity, diversity, cultural competence, and inclusion;

Both the Early Years Learning Framework (EYLF) and Victorian Early Years Learning and Development Framework (VEYLDF) take a very strong stand in ensuring that the value of dignity, equity, diversity, cultural competence, and inclusion are upheld and illustrated through examples in Pascoe Vale Kindergarten (Department of Education, 2022). By having events such as Lunar New Year, the kindergarten not only encourages and fosters scientific diversity, but also engages the children in entertaining learning, such as the art of making traditional lanterns, tasting country foods, and learning how to use simple Mandarin expressions. These culturally rich experiences encourage pride and awareness of their (and others) cultural backgrounds so that children grow in various EYLF outcomes, including Outcome 1 (Children have a strong sense of identity); Outcome 2 (Children are connected to and contribute to their world); and Outcome 5 (Children are effective communicators) (Department of Education, 2022). Furthermore, the fact that the kindergarten participates in the Kindergarten Inclusion Support (KIS) program ensures that the children with special needs and disabilities can be provided with the specialised support that will allow them to engage in the education process on an equal basis with their peers (Uniting Early Learning, n.d.). The approach will ensure no child is left behind by entitling them to good and quality education in a healthy environment, without discrimination against any child

Thanks to these intentional, all-inclusive methods, all the children enjoy their respect, encouragement, and the provision of suitable tools to succeed in their academic and social lives at Kent Road Uniting Kindergarten, as they are offered a caring and culturally-sensitive learning environment (Uniting Early Learning, n.d.).

1. Respecting Aboriginal and Torres Strait Islander Peoples and Cultures;

Collaboration at Kent Road Pascoe Vale Kindergarten takes a proactive approach in observing the right and incorporating Aboriginal and Torres Strait Islander cultures into the learning system in accordance with the Victorian Early Years Learning and Development Framework (VEYLDF) and Early Years Learning Framework (EYLF) (Department of Education, 2022). Activities involving the children, such as making Aboriginal flags, storytelling, and making art to recognise the great history and traditions of the First Nations peoples, are some of the ways that the kindergarten commemorates the important cultural events such as National Reconciliation Week and NAIDOC National Aborigines and Islanders Day Observance Committee Week.

These activities contribute to EYLF Outcomes 1 (Children have a strong sense of identity) and 2 (Children are connected to and contribute to their world), which assist children to come up with a sense of identity and valuation of diversity. Inclusion in culturally relevant activities also enhances understanding and communication, which is associated with Outcome 5 (Children are competent communicators). In these experiences, Kent Road supports reconciliation and cultural competency that creates a supportive and welcoming environment that acknowledges the contribution, history, and cultures of Aboriginal and Torres Strait Islander people (Uniting Early Learning, n.d.).

1. Playing with children and the provision of playful opportunities;

Coming together on Kent Road, being aligned to the Victorian Early Years Learning and Development Framework (VEYLDF), the Early Years Learning Framework (EYLF), Pascoe Vale Kindergarten offers a developmentally diverse play-based learning experience. The kindergarten has spacious outdoors where children are allowed to play physically, imaginatively, and socially; it has sand and mud pits, climbing frames, swings, and a cubby house. For example, children build and play in houses made out of blocks outside, and this helps them develop their creativity, collaborative reflexes, and communication skills. Teachers plan such play activities deliberately according to the interests and the developmental stages of the children. To illustrate, they may organize rhythm and movement lessons to enhance the physical movement and coordination of the children, or they may promote sensory play at the sandpit. These fun activities support the EYLF outcomes of Outcome 3 (Children have a strong sense of wellbeing), Outcome 4 (Children are confident and involved learners), and Outcome 5 (Children are excellent communicators). The kindergarten additionally advocates family involvement by means of volunteer work and cultural festivities, providing a friendly atmosphere that embraces diversity and pluralism. With the thoughtful availability of cheerful learning environments, each child, even the ones with impairments, is capable of involvement in full and holistic growth within a comforting and inclusive environment (Uniting Early Learning, n.d.).

1. Holistic Child Development, Dispositions, and Learning;

The Pascoe Vale kindergarten fosters the overall development of children by providing them with a supportive environment that stimulates their physical, emotional, social, and cognitive well-being. The positive attributes of learning, such as curiosity, resilience, creativity, and teamwork that result in the positive play-based curriculum, are aligned with the Early Years Learning Framework (EYLF) as displayed by the kindergarten. As an example, the children are allowed to conduct practical experiments in the sandpit, such as a volcanic explosion through the use of color, baking soda, and white vinegar, which stimulates their thinking and scientific exploration skills. They also participate in rhythm and movement classes and group art projects where they become more socially interactive, expressive, and develop fine motor skills. These activities influence outcomes 1 (Children have a strong sense of identity), outcome 3 (Children have a strong feeling of wellbeing), and outcome 4 (Children are confident and involved learners). The inclusive and responsive environment of the kindergarten develops positive attitudes towards learning in children and overall development of children in a respectful and supportive atmosphere (Uniting Early Learning, n.d.; Department of Education, 2022).

1. Observing, Documenting, Assessing, and Planning for children;

Kent Road Uniting Kindergarten in Pascoe Vale follows the Victorian Early Years Learning and Development Framework (VEYLDF) and Early Years Learning Framework (EYLF), which represent the high level of commitment in terms of monitoring, recording, evaluating, and planning the learning of the children (Department of Education, 2022; Uniting Early Learning, n.d.). Teachers are closely attentive to the manners of children as they would be engaged in gardening, and can observe their growing passion for gardening and taking care of plants. These have their observations put down in learning notebooks and portfolios to track their development. Instructors have the opportunity to add extra experiences to a child's learning experience by arranging more activities, such as discovering how plants grow or understanding the water cycle, in case the youngster has expressed interest in gardening. To improve communication skills, teachers also analyse language development during group stories and plan follow-ups or related art projects. These complete records are made available to families that can collaborate to set realistic goals for learning and keep track of the development of their child. It is this intentional and thoughtful practise that fulfils EYLF outcomes, including Outcome 1 (Children have a strong sense of identity), Outcome 3 (Children have a strong sense of wellbeing), and Outcome 5 (Children are effective communicators), and ensures that the program responds to the individual needs and promotes holistic development (Department of Education, 2022; Uniting Early Learning, n.d.).

1. Creativity Across the Service and In Curriculum Provision;

Kent Road Uniting Kindergarten, located in Pascoe Vale, promotes the element of creativity across the curriculum and service delivery based on the Early Years Learning Framework (EYLF) recommendation to offer diverse play and learning environments to promote children depending on their stage of imaginative and expressive skills (Department of Education, 2022; Uniting Early Learning, n.d.). As a way to promote creativity, socialization, and role-playing, the kindergarten, to give an example, has its kitchen area where children can pretend to cook. The creative activity facilitates problem-solving and teamwork, which helps to advocate EYLF Outcome 4 (Children are confident and involved learners). As per EYLF Outcome 5 (Children are good communicators), the library area will also offer a quiet environment where children can learn story books and practice their literacy and communicative skills. To ensure that children can express themselves and develop their thinking, lateral thinking could be the theatre's toolbox program, rhythm and movement sessions, and arts and crafts sessions. Such experiences create a holistic learning environment in which the growth and education of children are considered to rely on creativity.

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