

Community Language Schools Funding Program Guidelines for Preschool Funding Approval 2020-2022

Updated September 2020



BACKGROUND

VICTORIA'S COMMUNITY LANGUAGE SCHOOLS

Community language schools (CLS) are not-for-profit, community-based organisations which provide out-of-school-hours language programs for school-aged children.

In 2020 there are 193 accredited CLS in Victoria providing out-of-school-hours programs in around 50 languages to more than 39,000 school-aged students to help learn and preserve their family and/or heritage language. Many of these languages are not taught in Victorian government schools. Without the services provided by CLS, the linguistic and cultural diversity in Victoria would not be as strong as it is today.

FUNDING FOR PRESCHOOL CHILDREN

There is extensive research and an increased understanding of the value of maintaining mother tongue or heritage languages, particularly for preschool-aged children, both at home and through ongoing formal instruction. Research also confirms that mother tongue literacy lays a cognitive and linguistic foundation for learning additional languages, including English.

Learning in another language in preschool offers unique opportunities for children. The play-based pedagogy of early childhood can be an effective way to support language learning because it can create a space where language is used for genuine two-way communication. The preschool program should actively use play to expose children to the language.

Education experts have found that there are many benefits to children learning in another language at a young age, including:

- increased literacy
- cognitive flexibility
- bolstering self-esteem and wellbeing
- strengthened cultural identity.

In support of maintaining mother tongue and heritage languages in preschool children, the 2019-20 State Budget allocated an additional \$7.5 million to support and strengthen CLS, including to fund, for the first time, up to 1,000 preschool children per year over 2020-2022 enrolled in accredited CLS. Annual funding for preschool places is available between 2020-2022.

The current per capita funding rate is \$245 for each eligible preschool child enrolled in an approved CLS, of which \$7 is withheld and passed on to Community Languages Victoria for group insurance.

EXPRESSION OF INTEREST (EOI) PROCESS

Accredited CLS must first apply for and be granted approval from the Department before they can apply for per capita funding for preschool children. This is done via an online expression of interest (EOI) process using SmartyGrants. In their EOI, CLS must:

- nominate the number of eligible* preschool places they propose to offer in 2021 at each campus
- nominate the number of staff per preschool group at each of the campuses
- prepare all required supporting documentation in the specified format
- seek and obtain endorsement from the principal and the school council/committee
- submit the completed EOI, together with supporting documentation via SmartyGrants by the due date.

**Eligible children must turn four years-old by 30 April of the year in which they are enrolled, in line with four-year-old kindergarten requirements.*

Note: The Department recognises that many CLS have not been able to provide face-to-face classes in 2020 due to COVID-19 and therefore may not have a clear picture of enrolments for 2021. However, the Department encourages CLS to submit their EOI based on *anticipated* preschool enrolments for 2021, whether for face-to-face or remote provision.

ASSESSMENT CRITERIA AND SUPPORTING DOCUMENTATION

CLS must respond to the assessment criteria below in their EOI (**250 word limit per response**) and provide the listed documentation to support their responses. In responding to the criteria, CLS will need to be familiar with the [Victorian Early Years Learning and Development Framework \(VEYLDF\)](#).

Assessment criteria	Supporting documentation
<p>1. Demonstrated commitment to child safety and the Child Safe Standards</p> <ul style="list-style-type: none"> • What does your school do to ensure it has a culture of child safety? • How will your school reduce the risk of child abuse by new and existing staff and volunteers? For example, what screening, supervision and training practices will your school use? • What are the processes for responding to and reporting suspected child abuse at your school? • How will your school ensure that preschool children’s rights and experiences are recognised and respected? 	<ul style="list-style-type: none"> • Child Safety Code(s) of Conduct for each nominated campus • Child Safety Policy or Statement of Commitment to Child Safety • Processes or procedures for responding to and reporting suspected child abuse • Copies of current Working with Children Checks or VIT registration for all staff and volunteers in contact with preschool children.
<p>2. Staff capability to deliver curriculum to and for preschool children</p> <ul style="list-style-type: none"> • Provide details of staff qualifications/training and experience to provide a preschool program, including any current teaching experience. • How many staff will deliver the preschool program? e.g. One qualified preschool staff and an assistant for delivery to 15 preschool children. 	<ul style="list-style-type: none"> • A list of staff and their early years qualifications or training (e.g. Master/Bachelor of Early Childhood, Cert II/Cert III in Early Childhood Studies) and/or details of any early years professional development completed.
<p>3. Suitable premises and facilities for preschool children</p> <ul style="list-style-type: none"> • Describe the type of premises where the preschool program be delivered. e.g. kindergarten, primary school, secondary school etc. • If the premises are not designed for preschool children (e.g. secondary school), what modifications will be made to ensure that the space(s) used are appropriate for preschool children? 	<ul style="list-style-type: none"> • Emergency Management Plan for each nominated campus (for details of what to include refer to the <i>Community Language Schools Funding Program Accreditation and Funding Guide 2019-2021</i>).

- Are toilets and sinks suitable for preschool children? If not, what changes will be made to ensure suitability? e.g. junior toilets, non-slip steps to reach the toilet/hand basin.
- How will burns and scalds from hot water in bathrooms and/or kitchens be avoided?
- How will you ensure the safety of preschool children in outdoors areas, including the use of play equipment and where there are water features such as pools, ponds or water fountains? (i.e. supervision and/or modifications)
- Are there stairs or steps on the premises? If, yes, how will you ensure the safety of preschool children? Explain what safety measures or adjustments will be put in place for preschool children.

4. A learning plan for early childhood learning

The Victorian Early Years Learning and Development Framework (VEYLDF) identifies five learning and development outcomes for all children from birth to eight years:

1. Identity
2. Community
3. Wellbeing
4. Learning
5. Communication

- Describe how your school proposes to meet each outcome as listed above and provide examples of each **(500 word limit)**.
- Describe your school's proposed approach to elements such as play, child agency, and responsive teaching (e.g. activities and language modelling approaches)
- What resources will your school use to support the learning outcomes of preschool children? (e.g. books, puppets, craft, props, imaginative play)
- How will you school collect and report information on a child's language learning progress to parents?

School policies which are appropriately targeted to the preschool cohort – *document upload only*

- A detailed learning plan for preschool-aged children that aligns to the practice principles and learning and development outcomes of the VEYLDF.

- Policy for delivery and collection of preschool children (including supervision)
- Hot weather policy
- SunSmart policy
- First Aid and medical emergencies policy (including for injury, illness and infectious diseases).

EOIs will be assessed by a selection panel comprising representatives from the Department and Community Languages Victoria (CLV). Assessment will be based on the quality of responses to the assessment criteria and how clearly they address the learning, safety and wellbeing needs of preschool children. Supporting documentation will also be assessed for completeness.

FUNDING FOR PRESCHOOL PLACES

CLS which are approved via the EOI process **are not** automatically granted per capita funding and **must still apply for annual funding** each year through a separate funding application process.

Successful CLS will be eligible to apply for preschool funding for two years, in 2021 and 2022.

CLS will be required to submit their preschool children enrolment data to the Department for verification against the Kindergarten Information Management (KIM) system. The Department will match CLS enrolment information with the information held on KIM to ensure only eligible children receive funding.

CLS in receipt of preschool funding must adhere to the same funding guidelines as for school-aged students. This includes use of program funding and reporting preschool funding expenditure via the annual report/financial acquittal process.

CLS in receipt of preschool funding from 2021-2022 will need to enter into a variation to their existing Common Funding Agreement (CFA) to enable preschool-aged funding to be paid in 2021. Preschool-aged funding for 2022 will be subject to successful reaccreditation of the CLS and will be provided under a new CFA.

For further details about conditions of funding, including use of program funding, refer to the *Community Language Schools Funding Program Accreditation and Funding Guide 2019-2021*.

SUBMITTING AN EOI

All sections of the online EOI form must be completed and all listed documents provided. Supporting documentation must be uploaded as PDF files and must include the name of the CLS and document name e.g. *ABC School_Emergency_Management_Plan.pdf*

For queries regarding the EOI process, contact the Department at: community.languages@education.vic.gov.au

For assistance with developing an EOI, contact Community Languages Victoria (CLV) at: abubaker.fahry.f@communitylanguages.org.au or 9349 2683.

For SmartyGrants technical assistance contact service@smartygrants.com.au or 9320 6888. Phone assistance available: Monday - Friday 9.00am - 5.00pm (AEST).

Submit EOIs online at: <https://det-cls.smartygrants.com.au/preschoolapproval>

Note: You may use your existing login for the EOI, there is no need to create a new account.

IMPORTANT DATES

Monday 5 October 2020	Expressions of interest open (to be eligible to apply for preschool funding)
Friday 30 October 2020	Expressions of interest close (midnight)
December 2020	CLS notified of EOI outcome

FURTHER INFORMATION AND RESOURCES

Child Safe Standards

- [Commission for Children and Young People \(CCYP\)](#)
- [Community Languages Victoria \(CLV\)](#)
- [Department of Education and Training \(DET\)](#)

Victorian Early Years Learning Development Framework (VEYLDF)

- [Department of Education and Training - VEYLDF Framework](#)

Supporting bilingualism, multilingualism and language learning in the early years

- [Victorian Curriculum and Assessment Authority \(VCAA\) - Supporting Multilingualism](#)

Early Childhood Language Resources

- [Languages and Multicultural Education Resource Centre \(LMERC\)](#)
- [DET Early Childhood Language Resource Package - Juice Bar](#)
 - [Juice Bar - Teacher Resource Guide – Arabic](#)
 - [Juice Bar - Teacher Resource Guide – Chinese](#)
 - [Juice Bar - Teacher Resource Guide – German](#)
 - [Juice Bar - Teacher Resource Guide – Greek](#)
 - [Juice Bar - Teacher Resource Guide – Hebrew](#)
 - [Juice Bar - Teacher Resource Guide – Italian](#)
 - [Juice Bar - Teacher Resource Guide – Japanese](#)
 - [Juice Bar - Teacher Resource Guide – Punjabi](#)
 - [Juice Bar - Teacher Resource Guide – Spanish](#)
 - [Juice Bar - Teacher Resource Guide – Vietnamese](#)