



DAME NELLIE MELBA
KINDERGARTEN
EST 1915

Curriculum Development Policy

Best Practice – Quality Area 1



PURPOSE

This policy will provide guidelines to ensure that the educational program (curriculum) and practice at Dame Nellie Melba Kindergarten - DNMK is:

- based on an approved learning framework
- centred on the child’s voice and agency
- promoting child’s safety
- underpinned by critical reflection and careful planning
- stimulating, engaging and enhances children’s learning and development.

POLICY STATEMENT

VALUES

DNMK is committed to:

- providing an educational program that is based on reflective practice, critical analysis and planning
- supporting each child to achieve learning outcomes consistent with the national *Early Years Learning Framework and/or the Victorian Early Years Learning and Development Framework (refer to Sources)*
- providing an educational program where children can learn through play and are supported to make decisions, problem-solve and build relationships with others
- creating an environment that supports, reflects and promotes equitable and inclusive behaviours and practices
- involving families in the development and review of educational program and practice

SCOPE

This policy applies to the approved provider, persons with management or control, nominated supervisor, persons in day-to-day charge, early childhood teachers, educators, staff, students, volunteers, parents/guardians, children, and others attending the programs and activities of DNMK, including during offsite excursions and activities.

RESPONSIBILITIES	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teacher, educators and all other staff	Parents/guardians	Contractors, volunteers and students
R indicates legislation requirement, and should not be deleted					
Ensuring that the educational program is stimulating and engaging, enhances children’s learning and development, and is based on an approved learning framework (<i>refer to Definitions</i>) (<i>National Law: Section 168</i>)	R	√	√		√

Ensuring the developmental needs, interests and experiences, and the individual differences of each child are accommodated in the educational program (<i>National Law Section 168</i>) (refer to <i>Inclusion and Equity Policy</i>)	R	√	√		√
Ensuring the educational program contributes to each child: <ul style="list-style-type: none"> • developing a strong sense of identity • being connected with, and contributing to, their world • having a strong sense of wellbeing • being a confident and involved learner • being an effective communicator (<i>Regulation 73</i>) 	R	√	√		√
Designating a suitably qualified and experienced Educational Leader to direct the development and implementation of educational programs at the service (<i>Regulation 118</i>)	R				
Ensuring the staff record includes the name of the Educational Leader at the service (<i>Regulation 148</i>)	R	√			
Ensuring that the service's philosophy guides educational program and practice	R	√	√		
Ensuring that assessments of the child's developmental needs, interests, experiences and participation in the educational program are documented (<i>Regulation 74(1)(a)(i)</i>)	R	√	√		
Ensuring that assessments of the child's progress against the outcomes of the educational program are documented (<i>Regulation 74(1)(a)(ii)</i>)	R	√	√		
Ensuring that each child's learning and development is assessed as part of an ongoing cycle of planning, documentation and evaluation	R	√	√		
Ensuring documentation of assessments includes reflection on the period of time the child is at the service, and how documented information will be used by educators at the service (<i>Regulation 74(2)(a)(i)&(ii)</i>)	R	√	√		
Ensuring that there is a record of learning and development for each child, and that it is updated and maintained on an ongoing basis	R	√	√		
Ensuring documentation is written in plain language and is easy to understand by both educators and parents/guardians (<i>Regulation 74(2)(b)</i>)	R	√	√		
Ensuring a copy of the educational program is displayed at the service and accessible to parents/guardians (<i>Regulation 75</i>)	R	√	√		
Ensuring that parents/guardians are provided with information about the content and implementation of the educational program, their child's participation in the program and documentation relating to assessments or evaluations of their child (<i>Regulation 76</i>)	R	√	√		
Ensuring regular communication is established between the service and parents/guardians, and they are informed about their child's learning, development and progress	R	√	√	√	√

Undertaking critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation	R	√	√		
Developing and evaluating the educational program in collaboration with the nominated supervisor, educators, children and families.	R	√	√	√	√

BACKGROUND AND LEGISLATION

BACKGROUND

The Education and Care Services National Law Act 2010 (National Law) requires services to deliver an educational program (curriculum) that is based on an approved learning framework. In Victoria, approved learning frameworks for the early childhood sector are the *Early Years Learning Framework (Belonging, Being & Becoming)* (refer to Sources), the *Victorian Early Years Learning and Development Framework* (refer to Sources) and *My Time Our Place, Framework for School age care in Australia* (refer to Source). These documents are underpinned by practices and principles that encourage reflection and provide educators with a thorough understanding of the pedagogy of early childhood curriculum in a contemporary context.

Part 4.1 of the *Education and Care Services National Regulations 2011 (National Regulations)* outlines the operational requirements for educational program and practice within services, including the requirements for documentation of assessments in relation to the educational program. There is no prescribed method in the *National Law or National Regulations* for documenting assessment of children’s learning. Educators daily practice and curriculum decision-making should be guided by an approved learning framework. An approved learning framework provides broad direction for educators to facilitate children’s learning. Each service must determine a method that suits their individual circumstances. To meet the documentation requirements of the *National Regulations*, the assessment must include an analysis of children’s learning. Collecting this information enables educators to plan effectively for each child’s learning and development. It can also be used by educators to stimulate reflection on their own values, beliefs and teaching practices, and to communicate about children’s learning with children and their families.

The *National Regulations* require the appointment of an Educational Leader to lead the development and implementation of the educational program (or curriculum) at the service (*Regulation 118*). This person will have suitable qualifications and experience, as well as a thorough understanding of the *Early Years Learning Framework and/or the Victorian Early Years Learning and Development Framework*, enabling them to guide other educators in planning and reflection, and to mentor colleagues in implementation practices (*Guide to the Education and Care Services National Law and the Education and Care Services National Regulations, p85 – refer to Sources*).

The National Quality Standard is linked to the approved learning frameworks. *Quality Area 1: Educational Program and Practice* focuses on “enhancing children’s learning and development through the:

- pedagogical practices of educators and co-ordinators
- development of programs that promote children’s learning across five learning outcomes” (*Guide to the National Quality Standard – refer to Sources*).

The educational program must also be underpinned by the service’s philosophy

LEGISLATION AND STANDARDS

Relevant legislation and standards include but are not limited to:

- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations 2011
- National Quality Standard, Quality Area 1: Educational Program and Practice
- Standard 1.1: The educational program enhances each child’s learning and development
- Standard 1.2: Educators facilitate and extend each child’s learning and development

- Standard 1.3: Educators and co-ordinators take a planned and reflective approach to implementing the program for each child

The most current amendments to listed legislation can be found at:

- Victorian Legislation – Victorian Law Today: www.legislation.vic.gov.au
- Commonwealth Legislation – Federal Register of Legislation: www.legislation.gov.au

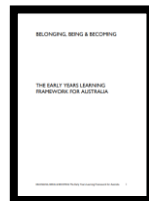
DEFINITIONS

The terms defined in this section relate specifically to this policy. For regularly used terms e.g. Approved provider, Nominated supervisor, Notifiable complaints, Serious incidents, Duty of care, etc. refer to Attachment 1: General Policy Definitions

Approved learning framework: A document that outlines practices that educators and co-ordinators must use to support and promote children’s learning. *The Early Years Learning Framework (Belonging, Being & Becoming)*, *the Victorian Early Years Learning and Development Framework* and *My Time, Our Place; Framework for School Age Care in Australia* are approved learning frameworks for use in Victoria (*refer to Sources*).



Victorian Early Years Learning and Development Framework



The Early Years Learning Framework (Belonging, Being & Becoming)



My Time, Our Place; Framework for School Age Care in Australia

Critical reflection: Reflective practices that focus on implications for equity and social justice (*Early Years Learning Framework – refer to Sources*).

Curriculum: All interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children’s learning and development (*Early Years Learning Framework – refer to Sources; adapted from Te Whariki*).

Each child: A phrase used in the *National Quality Standard* when an individualised approach is warranted, and educators are required to modify their response to meet the needs of an individual child. An example is ‘each child’s current knowledge, ideas, culture and interests provide the foundation for the program’.

Educational Leader: The approved provider of an education and care service must designate, in writing, a suitably qualified and experienced educator, co-ordinator or other individual to lead the development and implementation of educational programs at the service (*Regulation 118*). This person must have a thorough understanding of the *Early Years Learning Framework* (or other approved learning framework), be able to guide other educators in their planning and reflection, and mentor colleagues in the implementation of their practice.

Learning: A natural process of exploration that children engage in from birth, as they expand their intellectual, physical, social, emotional and creative capacities. Early learning is closely linked to early development.

Learning framework: Refer to approved learning framework above.

Learning outcome: A skill, knowledge or disposition that educators can actively promote in early childhood settings, in collaboration with children and families.

Learning relationships: Relationships that further children’s learning and development. Both adult and child have intent to learn from one another.

Play-based learning: A context for learning through which children organise and make sense of their social world as they engage actively with people, objects and representations

SOURCES AND RELATED POLICIES

SOURCES

- *Belonging, Being & Becoming – The Early Years Learning Framework for Australia:* <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- *Educators’ Guide to the Early Years Learning Framework for Australia:* <https://www.acecqa.gov.au/resources/resource-finder>
- *Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011,* ACECQA: www.acecqa.gov.au
- *Guide to the National Quality Standard,* ACECQA: www.acecqa.gov.au <https://www.education.vic.gov.au/about/programs/Pages/marrung.aspx>
- *Marrung – Aboriginal Education Plan 2016 – 2026*
- *My Time Our Place, Framework for School age care in Australia:* <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- *National Quality Standard Professional Learning Program:* www.earlychildhoodaustralia.org.au/nqsplp
- *Victorian Early Years Learning and Development Framework – Resources for Professionals:* <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>

RELATED POLICIES

- Child Safe Environment and Wellbeing
- Code of Conduct
- Environmental Sustainability
- Inclusion and Equity
- Interactions with Children
- Nutrition, Oral Health and Active Play
- Participation of Volunteers and Students
- Road Safety and Safe Transport
- Sun Protection
- Supervision of Children
- Water Safety

EVALUATION

In order to assess whether the values and purposes of the policy have been achieved, the approved provider will:

- regularly seek feedback from everyone affected by the policy regarding its effectiveness
- monitor the implementation, compliance, complaints and incidents in relation to this policy
- keep the policy up to date with current legislation, research, policy and best practice
- revise the policy and procedures as part of the service’s policy review cycle, or as required

- notifying all stakeholders affected by this policy at least 14 days before making any significant changes to this policy or its procedures unless a lesser period is necessary due to risk ([Regulation 172 \(2\)](#)).
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ATTACHMENTS

- Attachment 1: General Policy Definitions
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AUTHORISATION

This policy was adopted by the approved provider of DNМК on 08/2022

REVIEW DATE: 08/2024

Attachment 1

General Policy Definitions

Approved Provider: An individual or organisation that has completed an application and been approved by the Regulatory Authority as fit and proper (in accordance with Sections 12, 13 and 14 of the National Law) to operate one or more education and care services. Where the applicant is an organisation, each person with management and control (see definition below) of that organisation must complete a separate application form. (Note: Under the Education and Care Services National Law Act 2010, Section 5, Definitions: “**person with management or control**, in relation to an education and care service, means – (b) if the provider of the service is an eligible association, each member of the executive committee of the association who has the responsibility, alone or with others, for managing the delivery of the education and care service”.)

Australian Children’s Education and Care Quality Authority (ACECQA): The national authority established to oversee the National Quality Framework and guide its implementation in a consistent way throughout Australia.

Department of Education and Training (DET): The Victorian State Government department with Primary responsibility for the approval, monitoring and quality assessment of services in Victoria in accordance with the national legislative framework and in relation to the *National Quality Standards*

Early childhood teacher: A person with an approved early childhood teaching qualification as listed on the ACECQA website www.acecqa.gov.au

Educational Leader: The Approved Provider of an education and care service must designate, in writing, a suitably qualified and experienced educator, coordinator or other individual to lead the development and implementation of education programs at the service (Regulation 118). This person must have a thorough understanding of the Early Years Learning Framework (or other approved learning framework), be able to guide other educators in their planning and reflection, and mentor colleagues in their implementation practices.

Educator: An individual who is qualified to provide education and care for children as part of an education and care service.

Learning frameworks: Under the National Quality Framework (NQF), education and care services are required to ensure that the program delivered to all children being cared for and educated by the service is based on and delivered in a manner that accords with an approved learning framework. In Victoria, the approved frameworks are:

- ☒ *Early Years Learning Framework (EYLF)*
- ☒ *Victorian Early Years Learning and Development Framework (VEYLDF)*
- ☒ *My Time, Our Place: Framework for School Age Care in Australia.*

National Law: Refers to the *Education and Care Services National Law Act 2010*: the national law regulating education and care services for children.

National Quality Framework (NQF): This framework for the early childhood education and care sector helps providers to improve the quality of services in areas that impact on a child’s development. The framework includes:

- ☒ a National Law – the Education and Care Services National Law Act 2010

☒ National Regulations – the Education and Care Services National Regulations 2011 (please check online to ensure the most current version is being used)

☒ the National Quality Standard

☒ an assessment and rating system

☒ a Regulatory Authority in each state and territory with primary responsibility for the approval, monitoring and quality assessment of services in their jurisdiction in accordance with the national legislative framework and in relation to the National Quality Standard

☒ the Australian Children’s Education and Care Quality Authority (ACECQA). The national body responsible for providing oversight of the system and ensuring consistency of approach.

National Quality Standard (NQS): The NQS sets a National benchmark for the quality of children’s education and care services. The NQS is comprised of guiding principles, quality areas, standards and elements. There are seven quality areas which capture aspects critical to the provision of quality education and care.

National Regulations: Refers to the *Education and Care Services National Regulations 2011*: the regulations or rules under which education and care services must operate. The regulations are the way in which the law is applied.

Nominated Supervisor: A person who has been nominated by the Approved Provider of the service under Part 3 of the Act and who has consented to that nomination in writing can be the Nominated Supervisor. All services must have a Nominated Supervisor with responsibility for the service in accordance with the National Regulations. The Approved Provider must take reasonable steps to ensure that the Nominated Supervisor is a fit and proper person (in accordance with Sections 12, 13 and 14 of the National Law), with suitable skills, qualifications and experience. The Regulatory Authority must be notified if the Nominated Supervisor for the service changes, or is no longer employed at the service.

Person with management or control: Means— (a) if the provider or intended provider of the service is a body corporate, an officer of the body corporate within the meaning of the Corporations Act 2001 of the Commonwealth who is responsible for managing the delivery of the education and care service; or (b) if the provider of the service is an eligible association, each member of the executive committee of the association who has the responsibility, alone or with others, for managing the delivery of the education and care service; or (c) if the provider of the service is a partnership, each partner who has the responsibility, alone or with others, for managing the delivery of the education and care service; or (d) in any other case, a person who has the responsibility, alone or with others, for managing the delivery of the education and care service (Note: Under the *Education and Care Services National Law Act 2010*, Section 5).

Person in day-to-day charge: A person is in day-to-day charge if (a) the person is placed in day-to-day charge by the approved provider or a nominated supervisor of the education and care service after meeting the definition for a service supervisor certificate: and (b) the person consents to the placement in writing (Regulation 54)

Policy: A formal statement of principles which provides a framework for decision-making and indicates the course of action to be taken in specific circumstances. Policies provide services with an approved way of operating in relation to particular matters and improve the management of risk. They reflect the values and beliefs of a service, current thinking, national standards and community expectations, and are relevant in terms of current laws and regulations.

Procedures: The steps required to implement and comply with a policy. Procedures specify how to achieve the necessary result by outlining who does what and when. Procedures are succinct, factual and to the point, and are generally expressed as a list.

Program: The group/activity in which a child is enrolled and which has specific hours of attendance.

Regulatory Authority: see definition for the Department of Education and Training.

Responsible Person: The Approved Provider (if that person is an individual, and in any other case the person with management or control of the service operated by the Approved Provider) or a Nominated Supervisor or person who has been placed in day-to-day charge of the service in accordance with the National Regulations.

Service Supervisor Certificates: On 1st November 2016 the National Regulations were amended to expand the classes of people who may be covered by a prescribed class supervisor certificate.

The new prescribed classes are set out in regulation 238A, and include a person who is:

- ☒ *responsible for day to day management of the service, or*
- ☒ *exercising supervisory and leadership responsibilities for part of the service, or*
- ☒ *a family day care coordinator*

Certificates issued for people working in one of these roles are referred to as “*service supervisor certificates*”.

Service supervisor certificates will not be issued to a particular person. Instead they may apply to any person working at the service who has been identified by the approved provider as working in one of the above roles.

For example, if the service director is responsible for day to day management of the service, they can be covered under the service supervisor certificate. Similarly, a room leader who is responsible for supervising part of the service can also be covered by the service supervisor certificate.

With this new flexibility, most individuals do not need to apply to the regulatory authority for a supervisor certificate.

Under these arrangements, a person is covered under the service supervisor certificate and may be a nominated supervisor if:

- ☒ the approved provider identifies that they meet the definition for a service supervisor certificate and
- ☒ they give their written consent to be the nominated supervisor (required under sections 35, 44 and regulation 56).

Nominated supervisors have specific obligations under the National Law (See Nominated Supervisors above).

A person is covered and may be placed in day to day charge of the service if:

- ☒ the approved provider or the nominated supervisor identifies that they meet the definition for a service supervisor certificate and
- ☒ they give their written consent to be placed in day to day charge of the service (required under regulation 54).

These arrangements apply for centre based and family day care services, and make it easier for providers to meet the requirements to ensure that:

- ☒ for centre based services, either the approved provider, nominated supervisor or certified supervisor in day to day charge is present at the service at all times the service is educating and caring for children (section 162) and
- ☒ for family day care services, either the approved provider, nominated supervisor or a certified supervisor in day to day charge is available at all times to support family day care educators

Staff: Any individual (other than the Nominated Supervisor or a volunteer) employed, appointed or engaged to work in or as part of an education and care service.