DAME NELLIE MELBA KINDERGARTEN
EST 1915

Educational Program Policy

Best Practice– Quality Area 1

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PURPOSE

This policy will provide guidelines to ensure that the educational program at DNMK is:

- based on an approved learning framework (EYLF, VEYLDF)
- centred on child's learning, development, wellbeing and safety
- designed to take into account the individual differences of each child; and
- based on the developmental needs, interests and experiences of each child

POLICY STATEMENT

VALUES

DNMK is committed to:

- supporting each child to achieve learning outcomes consistent with the national *Early Years Learning Framework V2.0 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, families, children, and others attending the programs and activities of DNMK, including during offsite excursions and learning experiences.

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: • is based on an approved learning framework *(refer to Definitions)*; • is delivered in a manner that accords with the approved learning framework;	R	R	√		√

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• is based on the developmental needs, interests and experiences of each child; • is designed to take into account the individual differences of each child *(National Law: Section 168)*					
Ensuring the educational program contributes to each child: • 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 *(Regulation 73)*	R	√	√		√
Designating a suitably qualified and experienced Educational Leader to direct the development and implementation of educational programs at the service *(Regulation 118)*	R	√			
Ensuring that the service's philosophy guides educational program and practice	√	√	√		√
Ensuring that assessments of each child's developmental needs, interests, experiences and participation in the educational program; are documented *(Regulation 74(1)(a)(i))*	R	√	√		√
Ensuring that assessments of the child's progress against the outcomes of the educational program are documented *(Regulation 74(1)(a)(ii))*	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 *(Regulation 74(2)(a)(i)&(ii))*	R	√	√		√
Ensuring documentation is written in plain language and is easy to understand by both educators and families *(Regulation 74(2)(b))*	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 the information about the contents and operation of the educational program is displayed at a place that is accessible to parents and families *(Regulation 75)*	R	√	√		√
Ensuing a copy of the educational program is available for inspection on request *(Regulation 75)*	**R**	√			
Ensuring that families are provided with information about the content and operation of the educational program, information about their child's participation in the program and a copy of assessments or evaluations of their child *(Regulation 76)*	R	√	√		√

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Ensuring regular communication is established between the service and families, and they are informed about their child's learning, development and progress	√	√	√	√	√
Undertaking critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation		√	√		√
Developing and evaluating the educational program in collaboration with the nominated supervisor, educators, children and families.		√	√	√	√

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 2022 V2 (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 2022 V2 (refer to Source).* The Frameworks are underpinned by contemporary theory and research evidence and provide educators with a thorough understanding of the pedagogical approach to of early childhood curriculum in Australia.

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 requirements of the *National Regulations*, the assessment must include an analysis of each child'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 Law and Regulations* provide no specific guidelines for documenting educational programs, assessments, or evaluations, allowing services to choose electronic, visual, or paper-based methods that suit their needs. The amount and method of documentation will vary based on factors such as the number, ages, and capabilities of the children, as well as their attendance frequency. Services are encouraged to explore and select the styles and methods that best support their children, families, and educators.

The *National Regulations* require the appointment of an Educational Leader to lead and support 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 V2 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).*

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The aim of *Quality Area 1: Educational Program and Practice* of the *National Quality Standard* is to ensure that the educational program and practice is stimulating and engaging and enhances children's learning and development.

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 the General Definitions: Attachment 1

Approved learning framework: a guide which provides a vision for learning, pedagogical principles, practices and general goals or outcomes for children's learning and how they might be attained. It provides a scaffold to assist educators to develop their own, more detailed curriculum relevant to their setting and the children and families attending. *The Early Years Learning Framework V2 (Belonging, Being & Becoming), the Victorian Early Years Learning and Development Framework* are approved learning frameworks for use in Victoria *(refer to Sources)*.

Victorian Early Years Learning and Development Framework	The Early Years Learning Framework 2022 V2 (Belonging, Being & Becoming)	

Critical reflection: is a meaning-making process that assists informing future practice in ways that demonstrate an understanding of each child's learning, development and wellbeing and implications for equity and social justice. It involves examining and analysing events, experiences and practices from

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a range of perspectives to inform future planning and decision-making *(Early Years Learning Framework 2022 V2 – refer to Sources)*.

Educational program: a program referred to in section 168 of the Law. An educational program is to contribute to the following outcomes for each child:

- the child will have a strong sense of identity;
- the child will be connected with and contribute to his or her world;
- the child will have a strong sense of wellbeing;
- the child will be a confident and involved learner;
- the child will be an effective communicator.

Curriculum: in the early childhood setting curriculum includes all the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning, development and wellbeing *(Early Years Learning Framework 2022 V2– 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 should 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: is the process of gaining knowledge, skills and dispositions and from birth children naturally use exploration to expand their intellectual, physical, social, emotional and creative capacities. Life-long learning is acknowledged as a self-motivated process that extends intellectual, vocational and personal horizons which begins in early childhood and is continued throughout life. *(Early Years Learning Framework 2022 V2 – refer to Sources)*.

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.

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

SOURCES AND RELATED POLICIES

SOURCES

- *Belonging, Being & Becoming – The Early Years Learning Framework for Australia V2*: https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks
- 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
- Marrung – Aboriginal Education Plan 2016 – 2026: https://www.education.vic.gov.au/Documents/about/programs/aboriginal/Marrung_Aboriginal_Education_Plan_2016-2026.pdf

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- Early Childhood Australia Professional Learning Modules *https://learninghub.earlychildhoodaustralia.org.au/modules/*
- *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))*.

ATTACHMENTS

- Attachment 1: General Policy Definitions.

AUTHORISATION

This policy was adopted by the approved provider of DNMK on Oct 2024

REVIEW DATE: Oct 2027

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Attachment 2: General Policy Definitions

Term	Definition
ACECQA – Australian Children's Education and Care Quality Authority	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children.
Additional needs	The term used for children who require or will benefit from specific considerations or adaptations and who: • are Aboriginal or Torres Strait Islander • are recent arrivals in Australia • have culturally and linguistically diverse backgrounds • live in isolated geographic locations • are experiencing difficult family circumstances or stress • are at risk of abuse or neglect • are experiencing language and communication difficulties • have a diagnosed disability—physical, sensory, intellectual or autism spectrum disorder • have a medical or health condition • demonstrate challenging behaviours and behavioural or psychological disorders • have developmental delays • have learning difficulties • are gifted or have special talents • have other extra support needs. It is important to note that: • additional needs arise from different causes, and that causes require different responses • any child may have additional needs from time to time. Adapted from the Guide to the National Quality Framework, 2020.
Adequate supervision	Supervision entails all children (individuals and groups) in all areas of the service, being in sight and/or hearing of an educator at all times including during toileting, sleep, rest and transition routines. Services are required to comply with the legislative requirements for educator-to-child ratios at all times. Supervision contributes to protecting children from hazards that may emerge in play, including hazards created by the equipment used. Adequate supervision refers to constant, active and diligent supervision of every child at the service. Adequate supervision requires that educators are always in a position to observe each child, respond to individual needs, and immediately intervene if necessary. Variables affecting supervision levels include: • number, age and abilities of children • number and positioning of educators • current activity of each child • areas in which the children are engaged in an activity (visibility and accessibility) • developmental profile of each child and of the group of children

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Term	Definition
	• experience, knowledge and skill of each educator • need for educators to move between areas (effective communication strategies).
Approved first aid qualification	A list of approved first aid qualifications, anaphylaxis management and emergency asthma management training are published on the ACECQA website: www.acecqa.gov.au
Approved provider	The approved provider is the legal entity that is approved to operate an education and care service and is legally responsible for managing the service and holds a provider approval (National Law). A provider approval authorises a person or organisation to apply for one or more service approvals and is valid in all jurisdictions.
Attendance record	Kept by the service to record details of each child attending the service including name, time of arrival and departure, signature of person delivering and collecting the child or of the nominated supervisor or educator *(National Regulation 158(1))*.
Authorised officer	A person authorised to be an authorised officer under Part 9 (National Law). Authorised officers are appointed by the regulatory authority under the provisions of the National Law to carry out the functions of monitoring, assessing and rating licensed approved education and care services in their jurisdiction.
Authorised person	An authorised person means a person who belongs to one of the below groups: • a person who holds a current working with children check or working with children card; or • a parent or family member of a child who is being educated and cared for by the education and care service or the family day care educator; or • an authorised nominee of a parent or family member of a child who is being educated and cared for by the education and care service or the family day care educator; or • in the case of an emergency, medical personnel or emergency service personnel • a person who is permitted under the working with children law of a jurisdiction to remain at the education and care service premises without • holding a working with children check or a working with children card (National Law).
Authorised nominee	A person who has been given written authority by the parent/guardian of a child to collect that child from the education and care service. These details will be on the child's enrolment form. The National Law and National Regulations do not specify a minimum age limit for an authorised nominee. Each service will need to determine if a person under the age of 18 is able to be an authorised nominee and, if so, what constitutes the minimum acceptable age at that service.
Children	Refers to each baby, toddler, three- to five-year-old and school age child and means children as individuals and as members of a group in the education and care setting, unless otherwise stated. It is inclusive of children from all social, cultural and linguistic backgrounds and of their learning styles, abilities, disabilities, gender, family circumstances and geographic locations (adapted from the Early Years Learning Framework, p. 45).

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Term	Definition
Communication plan	A written plan that forms part of the policy outlining how the service will communicate with parents/guardians and staff in relation to the policy. The communication plan also describes how parents/guardians and staff will be informed about risk minimisation plans and emergency procedures to be followed when a child diagnosed as at risk of anaphylaxis is enrolled at a service.
Culture	The values and traditions of groups of people that are passed from one generation to another.
Culturally and linguistically diverse (CALD)	Refers to individuals and groups who are from diverse racial, religious, linguistic and/or ethnic backgrounds.
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; adapted from Te Whariki).
Department of Education	A government department in Victoria, responsible for: • granting approvals, including provider approval and service approvals • assessing and rating services against the National Quality Standard • working with ACECQA to promote continuous quality improvement and educating the sector and community about the National Quality Framework.
Diversity	Refers to all characteristics that make individuals different from one another, including race, religion, language, ethnicity, beliefs, age, gender, sexual orientation, level of ability, additional needs, socioeconomic status, educational attainment, personality, marital and/or parental status, family structure, lifestyle and general life/work experience.
Duty of care	A common law concept that refers to your responsibility to adequately protect children in your care from harm. It applies to all staff members within any Victorian early childhood service, and it is usually expressed as a duty to take reasonable steps to protect children from injury that is reasonably foreseeable.
Each child	As defined in the *Guide to the National Quality Framework*, 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'.
Early childhood teacher (ECT)	A person with an approved early childhood teaching qualification as listed on the ACECQA website: www.acecqa.gov.au
Education and care service	Any service providing or intended to provide education and care on a regular basis to children under 13 years of age (National Law). See Section 5 of the National Law for services that are excluded from this definition.
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 *(National 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.
Educational program	A program that *(National Law: Section 168)*:

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Term	Definition
	• is based on an approved learning framework; and • is delivered in a manner that accords with the approved learning framework; and • is based on the developmental needs, interests and experiences of each child; and • is designed to take into account the individual differences of each child
Educator	An individual who is qualified to provide education and care for children as part of an education and care service.
Enrolment record	Contains information on each child, as required under legislation, including contact details; names of authorised nominees; names of persons authorised to consent to medical treatment or to authorise administration of medication; names of persons authorised to take the child outside the service; details of any court orders; personal and health information including specific healthcare needs, medical management plans and dietary restrictions etc.
Emergency	In relation to an education and care service, includes an incident, situation or event where there is an imminent or severe risk to the health, safety and wellbeing of a person at the education and care service premises e.g. flood, fire, a situation that requires the service to be shut down.
Excursion	An outing organised by an education and care service where the child or children leave the education and care service premises in the company of an educator.
Families	The term families used within PolicyWorks is defined as a group of people who are connected by love, support, and commitment to each other, regardless of their biological or legal ties. The National Law defines families as (a) a parent, grandparent, brother, sister, uncle, aunt, or cousin of the child, whether of the whole blood or half-blood and whether that relationship arises by marriage (including a de facto relationship) or by adoption or otherwise; or (b) a relative of the child according to Aboriginal or Torres Strait Islander tradition; or (c) a person with whom the child resides in a family-like relationship; or (d) a person who is recognised in the child's community as having a familial role in respect of the child
Governance	Refers to the systems in place to support effective management and operation of the service, consistent with the service's statement of philosophy. Good governance requires effective management systems and clearly delineated roles and responsibilities to support the effective operation of a quality service.
Guardian	In relation to a child, means the legal guardian of the child *(National Law definition pg. 20)*. Legal guardians have custody of the children and the authority to make decisions concerning the child(ren)'s protection, education, care, etc. Legal guardianship is assigned by a court, such as the family court, according to state laws
In attendance at a centre-based service	An early childhood teacher or suitably qualified person is in attendance at a centre-based service if the teacher or qualified person *(National Regulations 118)*:

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Term	Definition
	(a) is physically present at the service; and (b) carries out education and care activities at the service including one or more of the following: • working directly with children; • planning programs; • mentoring, coaching or supporting educators; • facilitating education and care research; • performing the role of educational leader of the service referred to in
Incident, Injury, Trauma and Illness Record:	Contains details of any incident, injury, trauma or illness that occurs while the child is being educated and cared for by the service. Any incident, injury, trauma or illness must be recorded as soon as is practicable but not later than 24 hours after the occurrence. Details required include the: • name and age of the child • circumstances leading to the incident, injury, trauma or illness (including any symptoms) • time and date • details of action taken by the service including any medication administered, first aid provided or medical personnel contacted • details of any witnesses • names of any person the service notified or attempted to notify, and the time and date of this • signature of the person making the entry, and time and date of this. These details need to be kept for the period of time specified in *National Regulation 183*.
Kindergarten Funding Guide	Provides detailed information from the Department of Education and Training (DET) about the types of kindergarten funding available, eligibility criteria, how to apply for funding and how to comply with operational requirements once funding has been granted.
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.
Medication	Medicine within the meaning of the Therapeutic Goods Act 1989 (Cth). Medicine includes prescription, over-the-counter and complementary medicines. All therapeutic goods in Australia are listed on the Australian Register of Therapeutic Goods, available on the Therapeutic Goods Administration website (tga.gov.au).
Medical attention	Includes a visit to a registered medical practitioner or attendance at a hospital.
Medical emergency	An injury or illness that is acute and poses an immediate risk to a person's life or long-term health.
Medical management plans	A medical management plan must be in place for every child enrolled who has a diagnosed health care need, allergy or relevant medical condition, and kept with the child's enrolment record. It must be followed at all times. The child's medical practitioner must prepare the plan, and the parent must then provide it to the service. It should include:

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Term	Definition
	• details of the diagnosed health care need, allergy or relevant medical condition including the severity of the condition • any current medication prescribed for the child • the response required from the service in relation to the emergence of symptoms • any medication required to be administered in an emergency • the response required if the child does not respond to initial treatment • when to call an ambulance for assistance.
Medication record	Contains details for each child to whom medication is to be administered by the service. This includes the child's name, signed authorisation to administer medication and a record of the medication administered including time, date, dosage, manner of administration, name and signature of person administering the medication and of the person checking the medication, if required *(Regulation 92)*. A sample medication record is available on the ACECQA website.
National Law	Unless otherwise specified, the *Education and Care Services National Law Act 2010*. This applied law system sets a national standard for children's education and care across Australia.
National Quality Agenda IT System	A web-based information system to assist state and territory regulatory authorities and ACECQA to manage the approval, monitoring and quality assessment of children's education and care services. The system also enables services, providers and educators to submit application and notification forms online to regulatory authorities and ACECQA.
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	*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 can be the nominated supervisor. All services must have a nominated supervisor with responsibility for the service in accordance with the *National*

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Term	Definition
	Regulations. The approved provider must take reasonable steps to ensure the nominated supervisor is a fit and proper person 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 within 14 days.
Notifiable incident	An incident involving workplace health and safety that is required by law to be reported to WorkSafe Victoria. Notification is required for incidents that result in death or serious injury/illness, or dangerous occurrences. For a complete list of incidents that must be reported to WorkSafe Victoria, refer to the Guide to Incident Notification on the WorkSafe Victoria website. This website also contains online reporting forms: www.worksafe.vic.gov.au
Notifiable complaints	A complaint alleging that a serious incident has occurred while the child is educated and cared for or complaints alleging that the Law has been contravened *(National Law: Section 174(2)(b))*. Any complaint of this nature must be reported by the approved provider to DET *(refer to Definition)* within 24 hours of the complaint being made. The approved provider to notify DET *(refer to Definition)* within the specified timeframes below *(National Law: Section 174(2) (b), National Regulation 176(2) (b))* • serious incidents *(refer to Definition)* in writing within 24 hours of the incident or the time the person becomes aware of the incident • any circumstance arising at the service that poses a risk to the health, safety or wellbeing of a child or children attending the service - Within 7 days of the relevant event or within 7 days of the approved provider becoming aware of the relevant information • any incident where the approved provider reasonably believes that physical and/or sexual abuse of a child has occurred or is occurring while the child is being educated and cared for by the service - Within 7 days of the relevant event or within 7 days of the approved provider becoming aware of the relevant information. • any allegation that sexual or physical abuse of a child has occurred or is occurring while the child is being educated and cared for by the service. In addition, approved providers must take reasonable steps to ensure that these incidents and complaints are adequately addressed. Notifications should be made to the regulatory authority (DET) through the NQA IT System. If this is not practicable, the notification can be made initially in whatever way is best in the circumstances.
Parent	In relation to a child, includes: • a guardian of the child • a person who has parental responsibility for the child under a decision or order of a court (National Law).
Person in day-to-day charge	A person is in day-to-day charge of an education and care service if: • the person is placed in day-to-day charge by the approved provider or a nominated supervisor of the service; and • the person consents to the placement in writing *(National Regulations 117A (b))*. There are minimum requirements for the person in day-to-day charge *(National Regulations 117B)*.

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Term	Definition
Person with management or control (PMC)	The persons within or outside the approved provider who are responsible for managing the delivery of the provider's service(s) or who have significant influence over the activities or delivery of the service. A PMC has the same legal responsibility for the safety, health and wellbeing of children at their service as an approved provider. A PMC is a person in an executive or management role of an approved provider entity, including: • an officer of a body corporate (within the meaning of the Corporations Act 2001 of the Commonwealth) • each member of the management committee of an association • each partner of a partnership • a person in a management position of the business, with the authority or responsibility for, or significant influence over, decisions affecting the delivery of children's education and care (such as a state/territory or area manager). A nominated supervisor, person in day-to-day charge of a service, or a person who holds other operational management roles in a service (such as a centre manager) would not meet the PMC definition. People holding these roles will only meet the PMC definition if they also participate in executive or financial decision-making or have authority or responsibility for, or significant influence over, the planning, direction or control of the activities or the delivery of the education and care service.
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	See Educational curriculum
Regular outing	In relation to an education and care service, means a walk, drive or trip to and from a destination: (a) that the service visits regularly as part of its educational program; and (b) where the circumstances relevant to the risk assessment are the same on each outing.
Responsible person	The responsible person is an individual who is physically present and is responsible for the operation of a centre-based service for an agreed period of time. A responsible person must be present at all times that the approved service operates *(National Law: Section 162 (c))* and can be: • the approved provider or a person with management or control of the service; • a nominated supervisor of the service; or • a person placed in day-to-day charge
Regular transportation	In relation to an education and care service, means the transportation by the service or arranged by the service (other than as part of an excursion) of a child being

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Term	Definition
	educated and cared for by the service, where the circumstances relevant to a risk assessment are the same for each occasion on which the child is transported.
Reportable incidences	Under the *Occupational Health and Safety Act 2004* (OHS Act), employers and self-employed persons must notify WorkSafe immediately after becoming aware an incident has occurred, including those resulting in: • death • a person needing medical treatment within 48 hours of being exposed to a substance • a person needing immediate treatment as an in-patient at a hospital • a person needing immediate medical treatment for one of the following injuries: amputation, serious head injury or serious eye injury, removal of skin (example: de-gloving/ scalping) electric shock, spinal injury, loss of a bodily function, serious lacerations (example: requiring stitching or other medical treatment). Incidents must be reported if they expose a person in the immediate vicinity to an immediate risk to the person's health and safety involving: • registered or licensed plant collapsing, overturning, falling or malfunctioning • collapse or failure of an excavation, or shoring supporting an excavation • collapse of a building structure (or partial collapse) • implosion, explosion, or fire • escape, spillage or leakage of any substance • plant or objects falling from high places.
Risk assessment	A systematic process of evaluating the potential risks that may be involved in a projected activity or undertaking and determining suitable mitigations.
Risk minimisation	The practice of developing and implementing a range of strategies to reduce hazards, for example, for a child at risk of anaphylaxis, by removing, as far as is practicable, major allergen sources from the service.
Risk minimisation plan	A service-specific plan that documents a child's allergy, practical strategies to minimise risk of exposure to allergens at the service and details of the person/s responsible for implementing these strategies. A risk minimisation plan should be developed by the approved provider/nominated supervisor in consultation with the parents/guardians of the child at risk of anaphylaxis and service staff. The plan should be developed upon a child's enrolment or initial diagnosis, and reviewed at least annually and always on re-enrolment

Serious incident	You must notify the DET within 24 hours of becoming aware of a serious incident *(Section 174(2)(a) and Regulation 176(2)(a)*
	
	A serious incident *(National Regulation 12)* is defined as any of the following:
	
	• the death of a child while being educated and cared for at the service or following an incident while being educated and cared for by the service
	• any incident involving serious injury or trauma to a child while the child is being educated and cared for, which:
	  ○ a reasonable person would consider required urgent medical attention from a registered medical practitioner; or
	  ○ the child attended or ought reasonably to have attended a hospital e.g. a broken limb*

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Term	Definition
	○ any incident involving serious illness of a child while that child is being educated and cared for by a service for which the child attended, or ought reasonably to have attended, a hospital e.g. severe asthma attack, seizure or anaphylaxis NOTE: In some cases (for example rural and remote locations) a General Practitioner conducts consultation from the hospital site. Only treatment related to serious injury, illness or trauma is required to be notified, not other health matters. • any emergency for which emergency services attended NOTE: This means an incident, situation or event where there is an imminent or severe risk to the health, safety or wellbeing of a person at an education and care service. It does not mean an incident where emergency services attended as a precaution. • a child appears to be missing or cannot be accounted for at the service • a child appears to have been taken or removed from the service in a manner that contravenes the National Regulations • a child was mistakenly locked in or out of the service premises or any part of the premises. Examples of serious incidents include amputation (e.g. removal of fingers), anaphylactic reaction requiring hospitalisation, asthma requiring hospitalisation, broken bone/fractures, bronchiolitis, burns, diarrhoea requiring hospitalisation, epileptic seizures, head injuries, measles, meningococcal infection, sexual assault, witnessing violence or a frightening event. If the approved provider is not aware that the incident was serious until sometime after the incident, they must notify the regulatory authority within 24 hours of becoming aware that the incident was serious. Notifications of serious incidents should be made to the regulatory authority (DET) *(refer to Definition)* through the NQA IT System. If this is not practicable, the notification can be made initially in whatever way is best in the circumstances.
Staff	In relation to an education and care service, means any individual (other than a nominated supervisor or a volunteer) employed, appointed or engaged to work in or as part of an education and care service, whether as a family day care coordinator, educator or otherwise *(National Law definition)*.
Staff record	A record which the approved provider of a centre-based service must keep containing information about the nominated supervisor, staff, volunteers and students at a service, as set out under *Division 9 of the National Regulations*. Staff records must be kept by the service and include details of the nominated supervisors, the educational leader, other staff members, volunteers and the responsible person. The record must include information about qualifications, training and details of the Working with Children Check *(National Regulations 146–149).* A sample staff record is available on the ACECQA website*: www.acecqa.gov.au*
Transportation	Transportation forms part of an education and care service if the service remains responsible for children during the period of transportation. The responsibility for, and duty of care owed to, children applies in scenarios where services are transporting children, or have arranged for the transportation of children, between an

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Term	Definition
	education and care service premises and another location, for example their home, school, or a place of excursion. Examples of transport not forming part of a service include: • private transport provided by families and carers (i.e. carers not engaged by/registered with a service) • transport provided and/or arranged by an entity other than the approved provider, e.g. a school bus, and where the children are not under the care of the approved provider • transport where the approved provider is providing the transport service in a capacity other than as the approved provider, e.g. a government department that provides an education and care service, provides school education, and provides a school bus to school students, on which the children who attend the service also • travel for practical reasons (such as in a remote or rural location) • when a disability service picks up children and transports them to school or an activity.
Victorian Institute of Teaching (VIT)	The statutory authority for the regulation and promotion of the teaching profession in Victoria, established as part of the *Victorian Institute of Teaching Act 2001*. All early childhood teachers are required to be registered with the Victorian Institute of Teaching.
Vulnerability	The condition or state of being susceptible to various risks and challenges that may negatively impact children, families, and the broader community. It involves factors that can hinder optimal development, well-being, and equitable access to quality early childhood education and care. Vulnerability can manifest in different forms and may be influenced by various factors, including but not limited to socioeconomic status, cultural background, family dynamics, geographic location, disability or additional needs, and family circumstances.
Working directly with children	Working directly with children is defined as being physically present with children and directly engaged in providing them with education and/or care.
Working with Children (WWC) Check	The check is a legal requirement under the *Worker Screening Act 2020* for those undertaking paid or voluntary child-related work in Victoria. The Department of Justice assesses a person's suitability to work with children by examining relevant serious sexual, physical and drug offences in a person's national criminal history and, where appropriate, their professional history.
Working with Children (WWC) Clearance	A WWC Clearance is granted to a person under Worker Screening legislation if: • they have been assessed as suitable to work with children • there has been no information that, if the person worked with children, they would pose a risk to those children • they are not prohibited from attempting to obtain, undertake or remain in child-related employment.

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