

NATIONAL QUALITY STANDARD



| Concept | | Descriptor |
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| QA1 | | Educational program and practice |
| 1.1 | Program | The educational program enhances each child's learning and development. |
| 1.1.1 | Approved learning framework | Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. |
| 1.1.2 | Child-centred | Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program. |
| 1.1.3 | Program learning opportunities | All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning. |
| 1.2 | | Practice |
| 1.2.1 | Intentional teaching | Educators are deliberate, purposeful, and thoughtful in their decisions and actions. |
| 1.2.2 | Responsive teaching and scaffolding | Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback. |
| 1.2.3 | Child directed learning | Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world. |
| 1.3 | | Assessment and planning |
| 1.3.1 | Assessment and planning cycle | Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection. |
| 1.3.2 | Critical reflection | Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation. |
| 1.3.3 | Information for families | Families are informed about the program and their child's progress. |
| QA2 | | Children's health and safety |
| 2.1 | | Health |
| 2.1.1 | Wellbeing and comfort | Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation. |
| 2.1.2 | Health practices and procedures | Effective illness and injury management and hygiene practices are promoted and implemented. |
| 2.1.3 | Healthy lifestyle | Healthy eating and physical activity are promoted and appropriate for each child. |
| 2.2 | | Safety |
| 2.2.1 | Supervision | At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. |
| 2.2.2 | Incident and emergency management | Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. |
| 2.2.3 | Child protection | Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect. |
| QA3 | | Physical environment |
| 3.1 | | Design |
| 3.1.1 | Fit for purpose | Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child. |
| 3.1.2 | Upkeep | Premises, furniture and equipment are safe, clean and well maintained. |
| 3.2 | | Use |
| 3.2.1 | Inclusive environment | Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments. |
| 3.2.2 | Resources support play-based learning | Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning. |
| 3.2.3 | Environmentally responsible | The service cares for the environment and supports children to become environmentally responsible. |

| Concept | | Descriptor |
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| QA4 | | Staffing arrangements |
| 4.1 | Staffing arrangements | Staffing arrangements enhance children's learning and development. |
| 4.1.1 | Organisation of educators | The organisation of educators across the service supports children's learning and development. |
| 4.1.2 | Continuity of staff | Every effort is made for children to experience continuity of educators at the service. |
| 4.2 | | Professionalism |
| 4.2.1 | Professional collaboration | Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills. |
| 4.2.2 | Professional standards | Professional standards guide practice, interactions and relationships. |
| QA5 | | Relationships with children |
| 5.1 | Relationships between educators and children | Respectful and equitable relationships are maintained with each child. |
| 5.1.1 | Positive educator to child interactions | Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included. |
| 5.1.2 | Dignity and rights of the child | The dignity and rights of every child are maintained. |
| 5.2 | Relationships between children | Each child is supported to build and maintain sensitive and responsive relationships. |
| 5.2.1 | Collaborative learning | Children are supported to collaborate, learn from and help each other. |
| 5.2.2 | Self-regulation | Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. |
| QA6 | | Collaborative partnerships with families and communities |
| 6.1 | Supportive relationships with families | Respectful relationships with families are developed and maintained and families are supported in their parenting role. |
| 6.1.1 | Engagement with the service | Families are supported from enrolment to be involved in the service and contribute to service decisions. |
| 6.1.2 | Parent views are respected | The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing. |
| 6.1.3 | Families are supported | Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing. |
| 6.2 | Collaborative partnerships | Collaborative partnerships enhance children's inclusion, learning and wellbeing. |
| 6.2.1 | Transitions | Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities. |
| 6.2.2 | Access and participation | Effective partnerships support children's access, inclusion and participation in the program. |
| 6.2.3 | Community engagement | The service builds relationships and engages with its community. |
| QA7 | | Governance and Leadership |
| 7.1 | Governance | Governance supports the operation of a quality service. |
| 7.1.1 | Service philosophy and purpose | A statement of philosophy guides all aspects of the service's operations. |
| 7.1.2 | Management systems | Systems are in place to manage risk and enable the effective management and operation of a quality service. |
| 7.1.3 | Roles and responsibilities | Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service. |
| 7.2 | Leadership | Effective leadership builds and promotes a positive organisational culture and professional learning community. |
| 7.2.1 | Continuous improvement | There is an effective self-assessment and quality improvement process in place. |
| 7.2.2 | Educational leadership | The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle. |
| 7.2.3 | Development of professionals | Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development. |