

# NATIONAL QUALITY STANDARD

Concept	Descriptor
<b>QUALITY AREA 1 – EDUCATIONAL PROGRAM AND PRACTICE</b> The educational program and practice is stimulating, engaging and enhances children’s learning and development. In services for children over preschool age the program nurtures the development of life skills and complements children’s experiences, opportunities and relationships at school, at home and in the community.	
<b>1.1 Program</b>	<b>The educational program enhances each child’s learning and development.</b>
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-centered	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 maximize opportunities for each child’s learning.
<b>1.2 Practice</b>	<b>Educators facilitate and extend each child’s learning and development.</b>
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.
<b>1.3 Assessment and planning</b>	<b>Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.</b>
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.
<b>QUALITY AREA 2 – CHILDREN’S HEALTH AND SAFETY</b> Every child’s health and wellbeing is safeguarded and promoted.	
<b>2.1 Health</b>	<b>Each child’s health and physical activity is supported and promoted.</b>
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.
<b>2.2 Safety</b>	<b>Each child is protected.</b>
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.
<b>QUALITY AREA 3 – PHYSICAL ENVIRONMENT</b> The physical environment is safe, suitable and provides a rich and diverse range of experiences which promote children’s learning and development.	
<b>3.1 Design</b>	<b>The design of the facilities is appropriate for the operation of a service.</b>
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.
<b>3.2 Use</b>	<b>The service environment is inclusive, promotes competence and supports exploration and play-based learning.</b>
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

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<b>QUALITY AREA 4 – STAFFING ARRANGEMENTS</b> Staffing arrangements create a safe and predictable environment for children and support warm, respectful relationships. Qualified and experienced educators and co-ordinators encourage children’s active engagement in the learning program. Positive relationships among educators, co-ordinators and staff members contribute to an environment where children feel emotionally safe, secure and happy.	
<b>4.1 Staffing arrangements</b>	<b>Staffing arrangements enhance children’s learning and development.</b>
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.
<b>4.2 Professionalism</b>	<b>Management, educators and staff are collaborative, respectful and ethical.</b>
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.
<b>QUALITY AREA 5 – RELATIONSHIPS WITH CHILDREN</b> Relationships that are responsive, respectful and promote children’s sense of security and belonging free them to explore the environment and engage in learning.	
<b>5.1 Relationships between educators and children</b>	<b>Respectful and equitable relationships are maintained with each child.</b>
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.
<b>5.2 Relationships between children</b>	<b>Each child is supported to build and maintain sensitive and responsive relationships.</b>
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.
<b>QUALITY AREA 6 – COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES</b> Collaborative relationships with families are fundamental to achieve quality outcomes for children. Community partnerships that focus on active communication, consultation and collaboration also contribute to children’s learning and wellbeing.	
<b>6.1 Supportive relationships with families</b>	<b>Respectful relationships with families are developed and maintained and families are supported in their parenting role.</b>
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.
<b>6.2 Collaborative partnerships</b>	<b>Collaborative partnerships enhance children’s inclusion, learning and wellbeing.</b>
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.
<b>QUALITY AREA 7 – GOVERNANCE AND LEADERSHIP</b> Effective leadership contributes to sustained quality relationships and environments that facilitate children’s learning and development. Well documented policies and practices that are developed and regularly evaluated in partnership with educators, co-ordinators, staff members and families contribute to the ethical management of the service. There is a focus on continuous improvement.	
<b>7.1 Governance</b>	<b>Governance supports the operation of a quality service.</b>
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.
<b>7.2 Leadership</b>	<b>Effective leadership builds and promotes a positive organisational culture and professional learning community.</b>
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.