	REVISED NATIONAL QUALITY STANDARD from 1 Feb 2018		
	Concept	Descriptor	
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	Educators facilitate and extend each child's learning and development.	
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	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	
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	Each child's health and physical activity is supported and promoted.	
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	Each child is protected.	
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	The design of the facilities is appropriate for the operation of a service.	
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	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	
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
QA4		Staffing arrangements
4.1	Staffing arrangements	Staffing arrangements e
4.1.1	Organisation of educators	The organisation of edu- development.
4.1.2	Continuity of staff	Every effort is made for service.
4.2	Professionalism	Management, educators
4.2.1	Professional collaboration	Management, educators and challenge and learn skills.
4.2.2	Professional standards	Professional standards g
QA5		Relationships with child
5.1	Relationships between educators and children	Respectful and equitable
5.1.1	Positive educator to child interactions	Responsive and meaning and support each child t
5.1.2	Dignity and rights of the child	The dignity and rights of
5.2	Relationships between children	Each child is supported t
5.2.1	Collaborative learning	Children are supported
5.2.2	Self-regulation	Each child is supported the behaviour of others
QA6		Collaborative partnersh
6.1	Supportive relationships with families	Respectful relationships are supported in their p
6.1.1	Engagement with the service	Families are supported f to service decisions.
6.1.2	Parent views are respected	The expertise, culture, v share in decision-making
6.1.3	Families are supported	Current information is a community services and
6.2	Collaborative partnerships	Collaborative partnershi
6.2.1	Transitions	Continuity of learning an information and clarifying information and clarifying information and clarifying information and clarify information and information and informa
6.2.2	Access and participation	Effective partnerships su program.
6.2.3	Community engagement	The service builds relation
QA7		Governance and Leader
7.1	Governance	Governance supports th
7.1.1	Service philosophy and purpose	A statement of philosop
7.1.2	Management systems	Systems are in place to r operation of a quality se
7.1.3	Roles and responsibilities	Roles and responsibilitie decision-making and op
7.2	Leadership	Effective leadership buil professional learning co
7.2.1	Continuous improvement	There is an effective self
7.2.2	Educational leadership	The educational leader i implementation of the e
7.2.3	Development of professionals	Educators, co-ordinators and individual plans are

- enhance children's learning and development.
- ucators across the service supports children's learning and
- children to experience continuity of educators at the
- rs and staff are collaborative, respectful and ethical.
- ors and staff work with mutual respect and collaboratively, rn from each other, recognising each other's strengths and
- guide practice, interactions and relationships.

dren

- le relationships are maintained with each child.
- ngful interactions build trusting relationships which engage to feel secure, confident and included.
- of every child are maintained.
- to build and maintain sensitive and responsive relationships.
- to collaborate, learn from and help each other.
- to regulate their own behaviour, respond appropriately to s and communicate effectively to resolve conflicts.
- hips with families and communities
- s with families are developed and maintained and families parenting role.
- from enrolment to be involved in the service and contribute
- values and beliefs of families are respected and families ng about their child's learning and wellbeing.
- available to families about the service and relevant nd resources to support parenting and family wellbeing.
- ips enhance children's inclusion, learning and wellbeing.
- and transitions for each child are supported by sharing ing responsibilities.
- support children's access, inclusion and participation in the
- tionships and engages with its community.

rship

- he operation of a quality service.
- ophy guides all aspects of the service's operations.
- manage risk and enable the effective management and service.
- ies are clearly defined, and understood, and support effective peration of the service.
- Ids and promotes a positive organisational culture and ommunity.
- If-assessment and quality improvement process in place.
- is supported and leads the development and educational program and assessment and planning cycle.
- ors and staff members' performance is regularly evaluated re in place to support learning and development.