**National Quality Framework Policy**

Linked to National Quality Framework and Standards – ACECQA 2017

Quality Area 1—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 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.

 Quality area 2– 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, practices 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 or abuse or neglect.

 Quality Area 3—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 competences 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.

Quality area 4– Staffing arrangements

**4.1 Staffing arrangements- Staffing arrangements enhance children’s learning and development.**

4.1.1 Organisation of educators

The organization 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- Management, educators and staff are collaborative, respectful and ethical.**

4.2.1 Professional collaborations

Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognizing each other’s strengths and skills.

4.2.2 Professional standards

Professional standards guide practice, interactions and relationships.

 Quality Area 5—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 interaction build trusting relationships, which engage and support each child to feel secure, confident and included.

5.1.2 Dignity and right 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

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.

 Quality area 6– 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.

 Quality Area 7—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 operations 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

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

Linked to Education and Care Services National regulations (2011) and Education and Early Childhood Services

(Registration and Standards) Law 2011

**Regulation - all**

**Law - all**

**Policy**

Toybox CCCC uses the National Quality Framework as a recognised guide to support the provision High Quality care. The above Quality areas and their explanatory notes will be used within the service by educators.

The guiding principles of the NQF are as Follows

* **The rights and best interests of the child are paramount**
* **Children are successful, competent and capable learners**
* **Equity, inclusion and diversity underpin the framework**
* **Australia’s aboriginal and Torres Strait Islander cultures are valued**
* **The role of parents and families is respected and supported**
* **Best practise is expected in the provision of Education and care services**

**Implementation**

* Use the NQF and NQS to guide the curriculum - EYLF
* Use the guide to help review policies and procedures
* Use the guide to help create and maintain Quality Improvement Plan
* Use the guide and contemporary industrial research to continually support educators in their role to provide high quality education and care
* Reflective practice and references are encouraged
* Educators are encouraged to research and discuss their findings
* NQS will be used in staff meetings and in documentation throughout the service
* NQS standards will be identified to families and improvement pledges highlighted to families
* Information about the NQS, updates and improvements to the service will be passed onto families
* Educators who are training will be encouraged to pass on current learnings to the staff team
* Educators will make themselves aware of all supporting documentations and how to implement them in a positive manner into the service
* Questions that families may have will be answered and followed up on by educators

**Source**

Australian Children’s Education and Care Quality Authority - ACECQA 2017 (Guide to the National Quality Framework)

<http://acecqa.gov.au/>

Education and Care Services National Law

Education and Care Services National Regulations

**Review**

The policy will be reviewed annually

The review will be conducted by:

* Management
* Employees
* Families
* Interested Parties

**Last reviewed: May 2014**

**Updated October 2017**