2018 NQS			2012 NQS	
Element / standard	Concept	Standard and element descriptors	Element / standard	Standard and element descriptors
QA1 Educational program and practice				
1.1	Program	The educational program enhances each child's learning and development.	1.1	An approved learning framework informs the development of a curriculum that 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.	1.1.1	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.	1.1.2	Each child's current knowledge, 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.	1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.
1.2	Practice	Educators facilitate and extend each child's learning and development.	1.1, 1.2	1.1: [see above] 1.2: Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.

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Element / standard	Concept	Standard and element descriptors	Element / standard	Standard and element descriptors
1.2.1	Intentional teaching [Newly delineated concept]	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.		[Current element 1.2.2 was split into revised 1.2.1 and 1.2.2. Current element 1.2.2 maps more directly to revised 1.2.2]
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.	1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
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.	1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and 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.	1.1, 1.2	[See above]
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.	1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.
1.3.3	Information for families	Families are informed about the program and their child's progress.	1.1.4	The documentation about each child's program and progress is available to families.

2018 NQS			2012 NQS	
Element / standard	Concept	Standard and element descriptors	Element / standard	Standard and element descriptors
QA2 Children's health and safety				
2.1	Health	Each child's health and physical activity is supported and promoted	2.1, 2.2, 2.1.1	2.1: Each child's health is promoted. 2.2: Healthy eating and physical activity are embedded in the program for children. 2.1.1: Each child's health needs are supported.
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	Each child's comfort is provided for and there are 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.	2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
			2.1.3	Effective hygiene practices are promoted and implemented.
2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.	2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
			2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.

2018 NQS			2012 NQS	
Element / standard	Concept	Standard and element descriptors	Element / standard	Standard and element descriptors
2.2	Safety	Each child is protected.	2.3	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	2.3.1	Children are adequately supervised at all times.
			2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	2.3.3	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.	2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.

2018 NQS			2012 NQS	
Element / standard	Concept	Standard and element descriptors	Element / standard	Standard and element descriptors
QA3 Physical environment				
3.1	Design	The design of the facilities is appropriate for the operation of a service.	3.1	The design and location of the premises 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.	3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.	3.1.2	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, 3.3	3.2: The environment is inclusive, promotes competence, independent exploration and learning through play. 3.3: The service takes an active role in caring for its environment and contributes to a sustainable future.
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.	3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.

2018 NQS			2012 NQS	
Element / standard	Concept	Standard and element descriptors	Element / standard	Standard and element descriptors
			3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
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.	3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.	3.3	[See above at standard 3.2]
			3.3.2	Children are supported to become environmentally responsible and show respect for the environment.

2018 NQS			2012 NQS	
Element / standard	Concept	Standard and element descriptors	Element / standard	Standard and element descriptors
QA4 Staffing arrangements				
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.	4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development	4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times. [Revised element 4.1.1 is broader at the Meeting level than current element 4.1.1].
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.	7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.

2018 NQS			2012 NQS	
Element / standard	Concept	Standard and element descriptors	Element / standard	Standard and element descriptors
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.	4.2	Educators, co-ordinators and staff members are respectful and ethical.
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	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.
			4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.	4.2.1	Professional standards guide practice, interactions and relationships.

2018 NQS			2012 NQS	
Element / standard	Concept	Standard and element descriptors	Element / standard	Standard and element descriptors
QA5 Relationships with children				
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.	5.1	Respectful and equitable relationships are developed and 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.	5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
			5.1.3	Each child is supported to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.	5.2.3	The dignity and rights of every child are maintained at all times.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.	5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.	5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
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.	5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

2018 NQS			2012 NQS	
Element / standard	Concept	Standard and element descriptors	Element / standard	Standard and element descriptors
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, 6.2	6.1: Respectful supportive relationships with families are developed and maintained. 6.2: Families are supported in their parenting role and their values and beliefs about child rearing are respected.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.	6.1.1	There is an effective enrolment and orientation process for families.
			6.1.2	Families have opportunities 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.	6.2.1	The expertise of families is recognised and they 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.	6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.
			6.1.3	Current information about the service is available to families.

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Element / standard	Concept	Standard and element descriptors	Element / standard	Standard and element descriptors
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	6.3, 6.3.3	6.3: The service collaborates with other organisations and service providers to enhance children's learning and wellbeing. 6.3.3: Access to inclusion and support assistance is facilitated.
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.	6.3.3	Access to inclusion and support assistance is facilitated.
6.2.3	Community engagement	The service builds relationships and engages with its local community.	6.3.4	The service builds relationships and engages with their local community.

2018 NQS			2012 NQS	
Element / standard	Concept	Standard and element descriptors	Element / standard	Standard and element descriptors
QA7 Governance and Leadership				
7.1	Governance	Governance supports the operation of a quality service.	7.1.1, 7.2, 7.3	7.1.1: Appropriate governance arrangements are in place to manage the service. 7.2: There is a commitment to continuous improvement. 7.3: Administrative systems enable the effective management of a quality service.
7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.	7.2.1	A statement of philosophy is developed and 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.	7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.

2018 NQS			2012 NQS	
Element / standard	Concept	Standard and element descriptors	Element / standard	Standard and element descriptors
			7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
			7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of the legislation.
			7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.
			7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.
			7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.	7.1.2	The induction of educators, co-ordinators and staff members is comprehensive. [Revised element 7.1.3 is broader than current 7.1.2]

2018 NQS			2012 NQS	
Element / standard	Concept	Standard and element descriptors	Element / standard	Standard and element descriptors
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.	7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.	7.2.3	An effective self-assessment and quality improvement process is 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.	7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
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.	7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.