



Induction to the National Quality Framework

Reference Guide



National Children's Education
and Care Workforce Strategy

JULY 2022

What is the purpose of this guide?

The Induction into the NQF Reference Guide can support you to access further resources and information to support you in role as an educator. The better you understand the sector, the more equipped you will be to support quality outcomes for children and their families.

Who is this guide intended for?

The Induction into the NQF Reference Guide is intended for new educators who have entered the children's education and care sector. The guide can also be used by current educators that would like to refresh their knowledge on available resources to support them in their roles. You can also share this guide with your employer.

You can use this guide to take notes as you complete the eLearning modules.

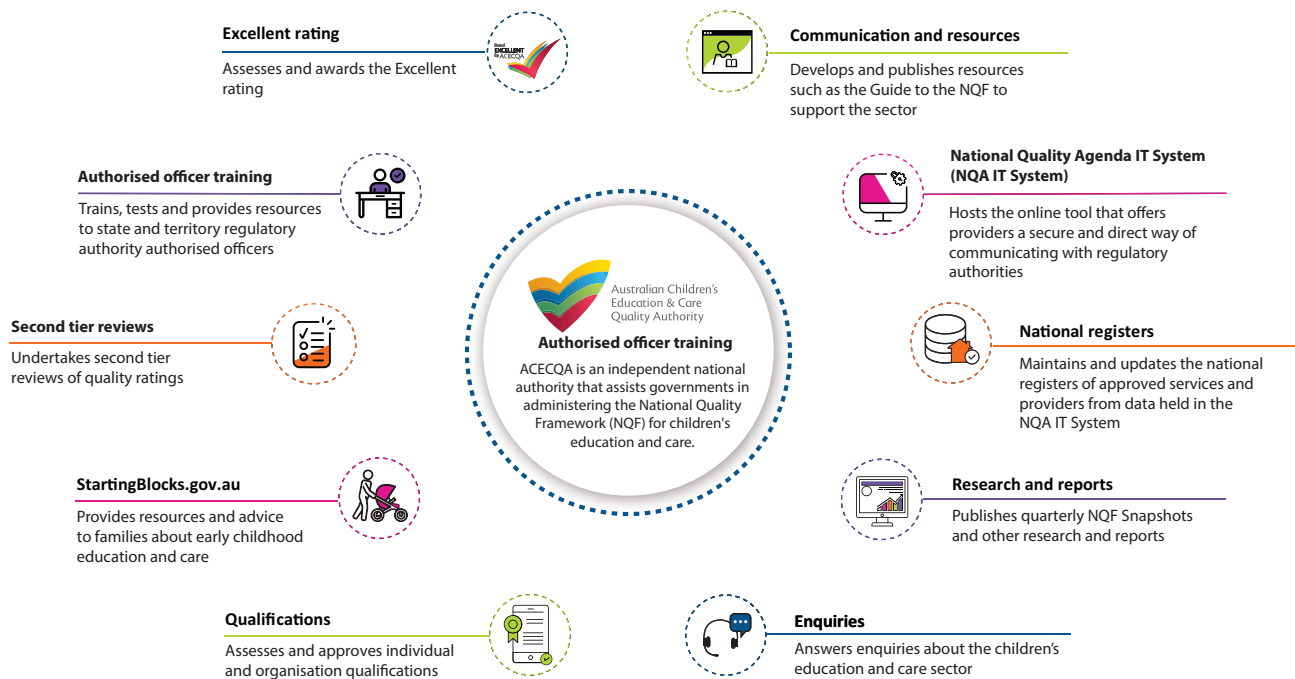
Common Acronyms

A&R	Assessment and Rating
ACECQA	Australian Children's Education and Care Quality Authority
AG	Australian Government
CCS	Child Care Subsidy
ECEC	Early Childhood Education and Care
ECT	Early Childhood Teacher
EYLF	Early Years Learning Framework
FDC	Family Day Care
LDC	Long Day Care
MTOP	My Time Our Place
NQA ITS	National Quality Agenda IT System
NQF	National Quality Framework
NQS	National Quality Standard
OCG	Office of the Children's Guardian
OSHC	Outside of School Hours Care
QA	Quality Area
QIP	Quality Improvement Plan
RA	Regulatory Authority
WWCC	Working with Children Check

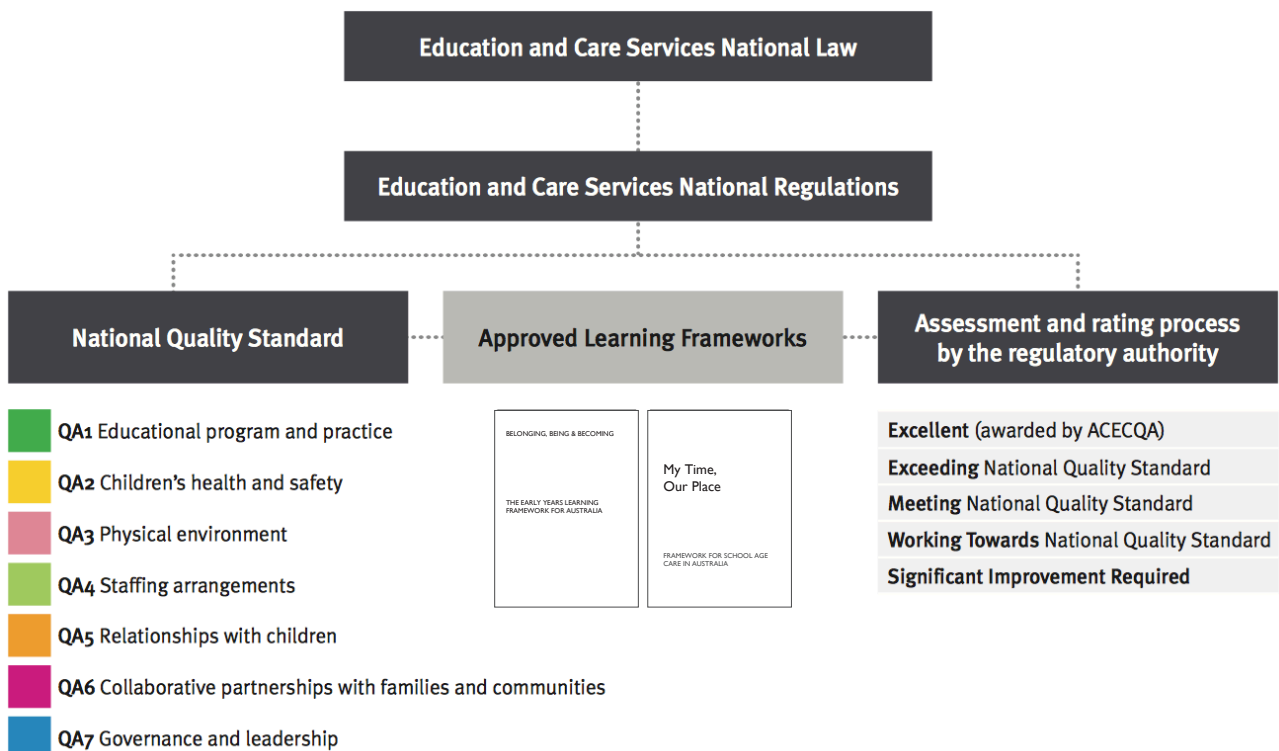
ACECQA acknowledges the Gadigal peoples, the Traditional Owners and Custodians of the Lands on which ACECQA is located. We also acknowledge and extend our respects to Elders, past and present, and all Aboriginal and Torres Strait Islander peoples of all Lands across Australia.

We recognise and celebrate the contributions of Aboriginal and Torres Strait Islander peoples as the First Peoples of Australia, including their role in the education and care of children. We recognise the rich and diverse cultures of Aboriginal and Torres Strait Islander peoples, and the valuable contribution this diversity brings.

The role of ACECQA



The National Quality Framework



The guiding principles of the NQF



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 practice is expected in the provision of education and care services.

Aboriginal art work acknowledgment - Chad Briggs 2018

The objectives of the NQF



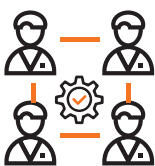
Ensure safety, health and wellbeing of children.



Improve educational and developmental outcomes children.



Promote continuous improvement in the quality education and care service.



Establish a system of national integration and shared responsibility between jurisdictions and the Commonwealth in the administration of the NQF



Improve public knowledge and access to information about the quality of education and care services..



Reduce the regulatory and administrative burden by enabling information to be shared between jurisdiction and the Commonwealth.

NATIONAL QUALITY STANDARD



Concept	Descriptor
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 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, 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.
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 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
Quality Area 4		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		Management, educators and staff are collaborative, 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	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 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.
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 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.

ACECQA resources to support your role

<https://www.acecqa.gov.au/media/2381>

<https://www.acecqa.gov.au/>

Authorised Version No. 015
Education and Care Services National Law
Act 2010
No. 69 of 2010
Authorised Version incorporating amendments as at
30 March 2022

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Authorised by the Chief Parliamentary Counsel
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<https://www.acecqa.gov.au/resources/educational-leadership>

<https://www.acecqa.gov.au/nqf/national-law-regulations>

ACECQA resources to support your role



<https://www.acecqa.gov.au/media/23156>



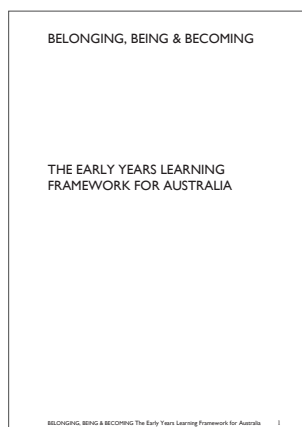
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<https://www.acecqa.gov.au/media/24641>

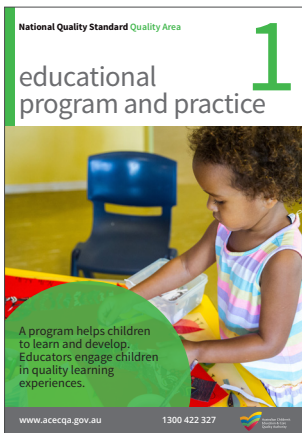


https://www.acecqa.gov.au/sites/default/files/2020-05/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf



<https://www.acecqa.gov.au/nqf/national-law-regulations>

ACECQA resources to support your role



<https://www.acecqa.gov.au/resources/supporting-materials/posters#NQSP>



<https://www.acecqa.gov.au/resources/supporting-materials/posters#EWP>

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Tools and guides

Educator wellbeing

As an educator, your wellbeing is an integral part of a mentally healthy learning community. It also has close links to children and young people's wellbeing and educational outcomes. On this page you'll find links to Be You resources – such as fact sheets, planning tools, event recordings and videos – to help individuals and learning communities build and maintain educator wellbeing.

<https://beyou.edu.au/resources/educator-wellbeing>

ACECQA educational games to support your ongoing learning



<https://www.acecqa.gov.au/resources/supporting-materials/games>

ACECQA developed Kahoot! quizzes



Quest for Quality NQS Knowledge game



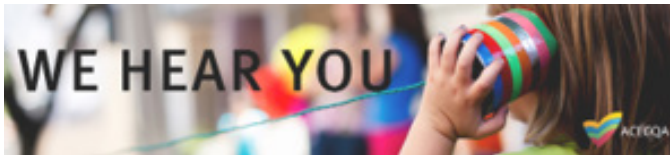
NQF - Who Does What? card game



ACECQA Contacts and subscriptions to support ongoing learning



Australian Children's
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Quality Authority



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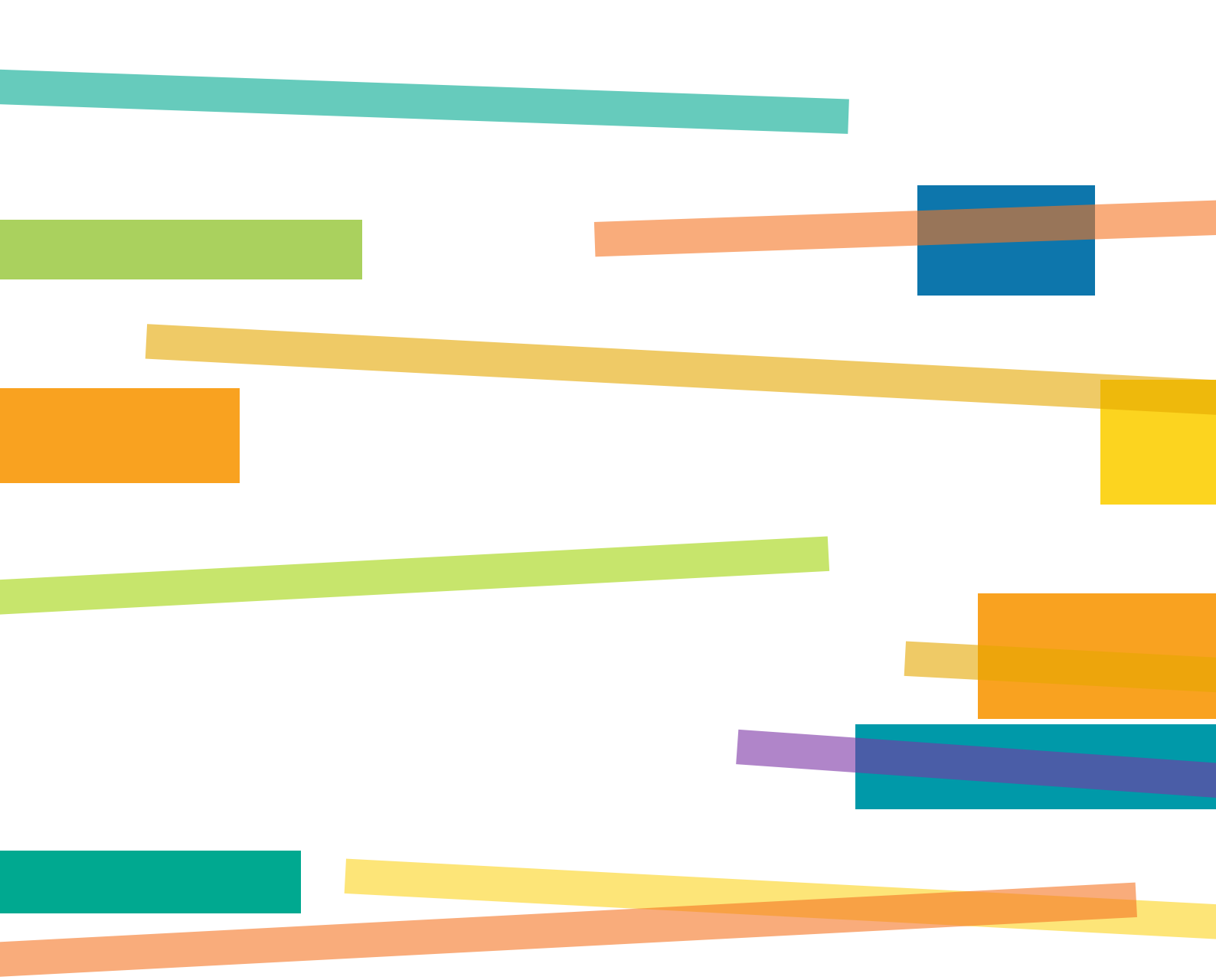
- ACECQA Newsletter
- 'We Hear You' & NEL Blog

Notes



Reflections of learning





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