The 7 Quality Areas of the National Quality Framework

This webinar commences at
1:30pm (Can/Syd/Mel/Hob)
1030am (Per)
1pm (Adl)
1230pm (Bris)
12pm (Alice/Dar)
The role of the Educator – Our role
Before we get started

Thank you for joining our learning community today. There are a few things we need to know about our webinar and then we will get started...
Welcome

We show our respect for where we are, for the Aboriginal elders on whose land we meet who have guided us and guide us now and those who contribute to our profession and all its participants.
Our objectives today

At the end of this course, we will have covered:

– Overview of the National Quality Framework
– Standards - 7 Quality areas and what they mean
– The Assessment and Rating Process
– The Quality Improvement Plan
The child at the centre of our approach

The guiding principles of the National Quality Framework states that ‘the best interests of the child are paramount’.

Schedule to the Education and Care Services National Law (WA) Act 2014, Part 1 Section 3 (3) (a)

How do we make that happen?
• Professionalism and common language
• Guiding principles and practices through legislation
What is the framework?

**National Quality Standards (NQS)**
1. Educational Program and Practice
2. Children’s Health and Safety
3. Physical Environment
4. Staffing Arrangements
5. Relationships with Children
6. Collaborative Partnerships with Families
7. Leadership and Service Management

**Approved Learning Frameworks**
- The Early Years Learning Framework (EYLF)
- The Framework for School Aged Care (MTOP)
- The Curriculum Framework endorsed by local jurisdictions

**Assessment & Rating Process**

**The Law**
National approach
- National Law
- National Regulations
The National Quality Standards Structure

18 Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>An approved learning framework informs the development of a curriculum that enhances each child’s learning and development.</td>
</tr>
<tr>
<td>1.2</td>
<td>Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.</td>
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### Educational program and practice

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1</td>
<td>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.</td>
</tr>
<tr>
<td>1.1.2</td>
<td>Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program.</td>
</tr>
<tr>
<td>1.1.3</td>
<td>The program, including routines, is organised in ways that maximise opportunities for each child’s learning.</td>
</tr>
<tr>
<td>1.1.4</td>
<td>The documentation about each child’s program and progress is available to families.</td>
</tr>
<tr>
<td>1.1.5</td>
<td>Every child is supported to participate in the program.</td>
</tr>
<tr>
<td>1.1.6</td>
<td>Each child’s agency is promoted, enabling them to make choices and decisions and to influence events and their world.</td>
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About this guide

The purpose of this guide is to assist services to complete the self-assessment and quality improvement planning process by evaluating their current practices and identifying which practices they can or should improve.

How this guide is organised

The guide outlines each of the seven quality areas in the National Quality Standard and includes:

- an introductory statement for each quality area, which provides context and the rationale, as well as a list of the standards and elements that fall within the quality area
- a list of the relevant sections of the National Law and National Regulations that apply to the quality area
- a description of each standard and an explanation about how it contributes to quality education and care for children
- reflective questions for the service to consider when working towards each standard
- a guide to practice for each element, which describes how the element might be put into practice at the service and how the element may be assessed. This consists of guidance applicable to all service types and children of all ages, followed by any specific guidance identified for the service type or age of the children.
What do the standards mean?

...to **ensure that the educational program and practice is stimulating and engaging, and enhances children’s learning and development.** In school age care services, the program nurtures the development of life skills and complements children’s experiences, opportunities and relationships at school, at home and in the community.

What do the standards mean?

...is to **safeguard and promote children’s health and safety, minimise risks and protect children** from harm, injury and infection.

All children have the right to experience quality education and care in an environment that provides for **their physical and psychological wellbeing** and provides support for each child’s growing competence, confidence and independence.

What do the standards mean?

Physical environment

1 2 3 4 5 6 7

...to ensure that the physical environment is safe, suitable and provides a rich and diverse range of experiences that promote children’s learning and development.

The way that the environment is designed, equipped and organised determines the way that the space and resources are used and has the potential to maximise children’s engagement and level of positive experience and inclusive relationships.

- See more at: http://www.acecqa.gov.au/Physical-environment#sthash.kPXQBluS.dpuf
What do the standards mean?

...to ensure the provision of **qualified and experienced educators, coordinators and nominated supervisors** who are able to **develop warm, respectful relationships with children**, create **safe and predictable environments** and encourage children’s active **engagement in the learning** program.

- See more at: http://www.acecqa.gov.au/Staffing-arrangements#sthash.1BdtDp0U.dpuf
What do the standards mean?

...to **promote relationships with children** that are responsive, respectful and promote children’s sense of **security and belonging**. Relationships of this kind free children to explore the environment and engage in play and learning.

What do the standards mean?

...to recognise that collaborative relationships with families are fundamental to achieving quality outcomes for children and that community partnerships that are based on active communication, consultation and collaboration are also essential.

What do the standards mean?

...is to support **effective leadership and management** of the service that contributes to quality environments for children’s learning and development. **Well-documented policies and procedures**, well-maintained **records**, shared values, **clear direction and reflective practices** enable the service to function as a learning community.

- See more at: http://www.acecqa.gov.au/Leadership-and-service-management#sthash.iGEhqeSG.dpuf
The Assessment and Rating Process

Notice of Visit

Quality Improvement Plan due

Visit Occurs

Draft Report 3-5 Weeks after visit

Feedback due 5-7 Weeks after visit

Final report

Week 0

Week 16
What we aim to achieve with element 1.1.3

Curriculum encompasses all the interactions, experiences, routines and events—planned and unplanned—that occur in an environment designed to foster children’s learning and development (Early Years Learning Framework, page 9).

A school age care program encompasses all the interactions, experiences, routines and events—planned and unplanned—that occur in an environment designed to support wellbeing and foster children’s learning and development (Framework for School Age Care, page 6).

Assessment guide for element 1.1.3

**Guidance for children of all ages and all service types**

Assessors may observe:

- children:
  - noticing and predicting patterns of regular routines and the passing of time
  - using effective routines to help make predicted transitions smoothly
  - participating collaboratively in everyday routines, events and experiences and having opportunities to contribute to decisions
  - having opportunities to enhance their learning during routines
- educators and co-ordinators:
  - using routines and play experiences to interact with babies and children to build attachment
  - using routines to undertake intentional teaching
  - seeking opportunities within routines for spontaneous learning
  - minimising the times during which children are expected to do the same thing at the same time.
**Assessment and Ratings**

**Significant Improvement Required**
Service does not meet one of the seven quality areas or a section of the legislation and there is an unacceptable risk to the safety, health and wellbeing of children.

The regulatory authority will take immediate action.

**Working Towards National Quality Standard**
Service provides a safe education and care program, but there are one or more areas identified for improvement.

**Meeting National Quality Standard**
Service meets the National Quality Standard. Service provides quality education and care in all seven quality areas.

**Exceeding National Quality Standard**
Service goes beyond the requirements of the National Quality Standard in at least four of the seven quality areas.

**Excellent**
Service promotes exceptional education and care, demonstrates sector leadership, and is committed to continually improving. This rating can only be awarded by ACECQA. Services rated Exceeding National Quality Standard overall may choose to apply for this rating.
Quality Improvement Plan (QIP)

- A document to assist continuous quality improvement
- Service providers are required to update at very least annually
- Any format can be used but the ACECQA template is widely used
- To be used alongside the “Guide to the NQS”
Quality Improvement Plan (QIP)

Quality Improvement Plan for Quality Area 6 (general example)

<table>
<thead>
<tr>
<th>Key improvements sought for Quality Area 6</th>
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</thead>
<tbody>
<tr>
<td><strong>Element 6.1.2</strong></td>
</tr>
<tr>
<td>Families have opportunities to be involved in the service and contribute to service decisions.</td>
</tr>
<tr>
<td><strong>Identified issue</strong></td>
</tr>
<tr>
<td>Families were offered the opportunity to be involved in the review of policies when policies were emailed to all and copies were placed in the service foyer, but no responses were received from parents or families.</td>
</tr>
<tr>
<td><strong>Standard 6.3</strong></td>
</tr>
<tr>
<td>The service collaborates with other organisations and service providers to enhance children’s learning and wellbeing.</td>
</tr>
<tr>
<td><strong>Identified issue</strong></td>
</tr>
<tr>
<td>Several educators identified during self-assessment that they would like to increase their cultural competence, especially in regard to the local Indigenous community.</td>
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</tbody>
</table>
## Quality Improvement Plan (QIP)

### Improvement plan

<table>
<thead>
<tr>
<th>Standard/element</th>
<th>What outcome or goal do we seek?</th>
<th>Priority (L/M/H)</th>
<th>How will we get this outcome? (Steps)</th>
<th>Success measure</th>
<th>By When?</th>
<th>Progress notes</th>
</tr>
</thead>
</table>
| 6.1.2            | Input by families to policy review and associated decision making. | Medium          | - Target requests for input to policy reviews to family members with known interest or expertise in the policy area. Identify these areas by considering:  
- enrolment forms  
- comments families make to educators  
- complaint records  
- minutes of parent group meetings.  
- Match policies to family members.  
- Approach family members in person to ask for their input. | Gain meaningful input from at least 20% of the service’s families during the upcoming review of health and safety policies. | [Insert date, if applicable] | [Insert progress notes, if applicable] |
| 6.3              | Strengthen our relationship with the local Indigenous community. | Medium          | - Undertake cultural awareness/competency training for educators around Aboriginal and Torres Strait Islander culture and ways of knowing and being.  
- Invite members of the local Indigenous community into the service. | A flourishing relationship between the service and the local Indigenous community is evidenced in all the ways relationships are nourished.  
- Educators feel confident and assured that their interactions with Indigenous people are respectful and culturally competent.  
- Educators will begin to incorporate their learning into planning for children’s learning and wellbeing. | 31 December 2013 | [Insert progress notes, if applicable] |

*Note: The progress notes are placeholders and should be filled in with actual progress and outcomes.*
Summary

– Take an active role in educating educators
– Embed the reflective questions within practice
– Share your quality journey
– Collaborate and Update using your QIP