



ASSESSMENT AND RATING

Identifying Exceeding Indicators

Contents

QUALITY AREA 1: Educational Program and Practice 3

Quality Standard 1.1: Program.....	3
Quality Standard 1.2: Practice	7
Quality Standard 1.3: Assessment and Planning	11

QUALITY AREA 2: Health 15

Quality Standard 2.1: Children’s health and safety	15
Quality Standard 2.2: Safety	19

QUALITY AREA 3: Physical Environment 23

Quality Standard 3.1: Design.....	23
Quality Standard 3.2: Use.....	26

QUALITY AREA 4: Staffing Arrangements 29

Quality Standard 4.1: Staffing Arrangements	29
Quality Standard 4.2: Professionalism.....	32

QUALITY AREA 5: Relationships With Children 36

Quality Standard 5.1: Relationships with Children	36
Quality Standard 5.2: Relationships Between Children	40

QUALITY AREA 6: Collaborative Partnerships with families and communities 43

Quality Standard 6.1: Supportive Relationships with Families	43
Quality Standard 6.2: Collaborative Partnerships	47

QUALITY AREA 7: Governance and Leadership 51

Quality Standard 7.1: Governance.....	51
Quality Standard 7.2: Leadership	55

QUALITY AREA 1: Educational Program and Practice

- Program
- Practice
- Assessment & Planning

Quality Standard 1.1: Program

EXCEEDING THEME ONE: PRACTICE IS EMBEDDED IN SERVICE OPERATIONS	
INDICATORS	EVIDENCE
Educators, the educational leader, and co-ordinators demonstrate a deep understanding of the requirements of the standard, the concepts and the component elements, and a commitment to high quality practice at all times.	
All educators work collaboratively with the educational leader to consistently make curriculum decisions, including the organisation of daily routines, that maximise learning and development outcomes for every child in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators	
All educators work collaboratively with the educational leader to consistently develop and implement a purposeful and responsive educational program that reflects and builds on the knowledge, strengths, ideas, culture, abilities and interests of each child	
All educators confidently make curriculum decisions throughout the day, week or month to ensure each child's learning and development is maximised.	
All educators, the educational leader and co-ordinators are able to explain how their approach to curriculum decision-making connects to the approved learning framework/s and enhances learning and development for each child	

EXCEEDING THEME ONE: PRACTICE IS EMBEDDED IN SERVICE OPERATIONS

INDICATORS	EVIDENCE
The observed and discussed approach to curriculum decision-making consistently aligns with the service philosophy	
The observed and discussed approach to curriculum decision-making consistently demonstrates a strong commitment to the principles and practices of the approved learning framework/s.	

EXCEEDING THEME 2: PRACTICE IS INFORMED BY CRITICAL REFLECTION

INDICATORS	EVIDENCE
The service’s approach to curriculum decision-making reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection and past incidents	
The service’s approach to curriculum decision-making is informed by current recognised guidance	
Any change to the service’s approach to curriculum decision-making is understood by all and implemented appropriately.	
All educators, the educational leader and co-ordinators regularly reflect, individually and with each other on opportunities to strengthen the educational program	
All educators, the educational leader and co-ordinators regularly reflect, individually and with each other on implementation of changes to the program to enhance children’s learning and development outcomes, including through the organisation of daily routines	

EXCEEDING THEME 2: PRACTICE IS INFORMED BY CRITICAL REFLECTION

INDICATORS	EVIDENCE
<p>All educators, the educational leader and co-ordinators regularly reflect, individually and with each other on the evolving knowledge, strengths, ideas, cultures, abilities and interests of children at the service, and how these inform the educational program</p>	
<p>All educators, the educational leader and co-ordinators regularly reflect, individually and with each other on social justice and equity implications of curriculum decisions to ensure that the program considers the circumstances and rights of every child at the service</p>	
<p>All educators, the educational leader and co-ordinators regularly reflect, individually and with each other on opportunities to cultivate deep respect for, and knowledge of, the cultural diversity of the broader community in the educational program, including Aboriginal and Torres Strait Islander histories and cultures</p>	
<p>All educators, the educational leader and coordinators regularly reflect, individually and with each other on the theoretical and philosophical influences on their curriculum decisions, including the theoretical perspectives identified in the approved learning framework/s</p>	
<p>All educators, the educational leader and co-ordinators regularly reflect, individually and with each other on how they draw on theoretical and philosophical influences and how they have influenced practice over time.</p>	

EXCEEDING THEME 3: PRACTICE IS SHAPED BY MEANINGFUL ENGAGEMENT WITH FAMILIES AND/OR THE COMMUNITY

INDICATORS	EVIDENCE
<p>The service’s approach to curriculum decision-making reflects the unique geographical, cultural and community context of the service;</p>	
<p>The service’s approach to curriculum decision-making welcomes, respects and draws on the voices, priorities and strengths of the children and families at the service</p>	
<p>The service’s approach to curriculum decision-making reflects a strong commitment to meaningful, regular engagement with families and the community to promote strong connections between each child’s various learning environments.</p>	
<p>All educators consistently and meaningfully engage with children’s families and/or the community to:</p> <ul style="list-style-type: none"> ■ draw on family and/or community understanding of each child’s knowledge, strengths, ideas, culture, abilities, interests and learning and development in order to develop a child-centered educational program, for example Aboriginal and Torres Strait Islander children’s ways of knowing and being; ■ regularly communicate about the educational program and children’s evolving knowledge, strengths, ideas, abilities, interests and learning and development outcomes to support continuity of learning and development across children’s various learning environments 	
<p>All educators actively seek out the voices, perspectives, and views of children throughout the day, and draw on this input to develop a child-centered educational program and enhance children’s learning and development</p>	
<p>All educators draw inspiration from the unique geographical, cultural and community context of the service to enhance children’s learning and development.</p>	

Quality Standard 1.2: Practice

EXCEEDING THEME ONE: PRACTICE IS EMBEDDED IN SERVICE OPERATIONS	
INDICATORS	EVIDENCE
Educators, the educational leader and co-ordinators demonstrate a deep understanding of the requirements of the standard, the concepts and the component elements, and a commitment to high quality practice at all times.	
All educators are consistently deliberate, purposeful and thoughtful in all of their decisions and actions that impact on children's learning and development	
All educators consistently and respectfully respond to each child's ideas and play to facilitate and extend each child's participation, learning and development	
All educators consistently take every opportunity to extend each child's learning through open-ended questions, interactions, feedback and the provision of resources	
All educators consistently consider and promote the agency of each child, and support each child to make a range of choices and decisions to influence events and their world	
All educators confidently make curriculum decisions throughout the day, week or month to ensure each child's participation, learning and development is facilitated and extended	
All educators and the educational leader are able to explain how their educational practice connects to the approved learning framework/s and facilitates and extends each child's learning and development	

EXCEEDING THEME ONE: PRACTICE IS EMBEDDED IN SERVICE OPERATIONS

INDICATORS	EVIDENCE
<p>All educators and the educational leader are able to explain how their educational practice connects to the service philosophy and supports the service’s broader vision for quality</p>	
<p>The observed and discussed approach to facilitating and extending children’s learning and development consistently aligns with the service philosophy</p>	
<p>The observed and discussed approach to facilitating and extending children’s learning and development consistently demonstrates a strong commitment to the principles and practices of the approved learning framework/s.</p>	

EXCEEDING THEME 2: PRACTICE IS INFORMED BY CRITICAL REFLECTION

INDICATORS	EVIDENCE
<p>The service’s educational practice approach to facilitating and extending children’s learning and development reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection and past incidents</p>	
<p>The service’s educational practice approach to facilitating and extending children’s learning and development is informed by current recognised guidance.</p>	
<p>Any change to the service’s approach to facilitating and extending children’s learning and development is understood by all and implemented appropriately.</p>	

EXCEEDING THEME 2: PRACTICE IS INFORMED BY CRITICAL REFLECTION

INDICATORS	EVIDENCE
<p>All educators and the educational leader regularly reflect, individually and with each other on their educational practice approach to facilitating and extending children's learning and development</p>	
<p>All educators and the educational leader regularly reflect, individually and with each other on implementation of changes to strengthen their practice over time</p>	
<p>All educators and the educational leader regularly reflect, individually and with each other on social justice and equity implications of their educational practice to ensure that practice considers the circumstances and rights of every child at the service</p>	
<p>All educators and the educational leader regularly reflect, individually and with each other on opportunities to cultivate deep respect for, and knowledge of, the cultural diversity of the broader community in educational practice, including Aboriginal and Torres Strait Islander histories and cultures</p>	
<p>All educators and the educational leader regularly reflect, individually and with each other on theoretical and philosophical influences on their practice, including the theoretical perspectives identified in the approved learning framework/s</p>	
<p>All educators and the educational leader regularly reflect, individually and with each other on how they draw on theoretical and philosophical influences and how they have influenced practice over time.</p>	

EXCEEDING THEME 3: PRACTICE IS SHAPED BY MEANINGFUL ENGAGEMENT WITH FAMILIES AND/OR THE COMMUNITY

INDICATORS	EVIDENCE
<p>The service’s educational practice approach to facilitating and extending children’s learning and development reflects the unique geographical, cultural and community context of the service</p>	
<p>The service’s educational practice approach to facilitating and extending children’s learning and development welcomes respects and draws on the voices, priorities and strengths of the children and families at the service.</p>	
<p>All educators consistently and meaningfully engage with children’s families and/or the community to draw on family and/or community understanding of each child’s knowledge, strengths, ideas, culture, abilities, interests and learning and development in order to facilitate and extend children’s learning and development</p>	
<p>All educators actively seek out the voices, perspectives, and views of children throughout the day, and draw on this input to facilitate and extend children’s learning and development</p>	
<p>All educators draw inspiration from the unique geographical, cultural and community context of the service to facilitate and extend on children’s learning and development.</p>	

Quality Standard 1.3: Assessment and Planning

EXCEEDING THEME ONE: PRACTICE IS EMBEDDED IN SERVICE OPERATIONS	
INDICATORS	EVIDENCE
Educators, the educational leader and co-ordinators demonstrate a deep understanding of the requirements of the standard, the concepts and the component elements, and a commitment to high quality practice at all times	
Educators, the educational leader and co-ordinators consistently engage in planned and spontaneous critical reflection on children's learning and development, as individuals and in groups	
Educators, the educational leader and co-ordinators consistently draw on their insights to make changes to the design and implementation of the program	
Educators, the educational leader and co-ordinators work collaboratively to assess or evaluate each child's learning and development as part of an ongoing assessment and planning cycle that drives development of an education program that enhances and extends each child's learning and development	
Educators, the educational leader and co-ordinators are able to explain how their approach to assessment and planning connects to the approved learning framework/s and enhances and extends each child's learning and development the service philosophy and supports the service's broader vision for quality.	
Educators, the educational leader and co-coordinators are able to explain how their approach to assessment and planning connects the service philosophy and supports the service's broader vision for quality.	
Educators, the educational leader and co-ordinators consistently engage meaningfully with children's families to inform them about the educational program and their child's participation, learning and development.	

EXCEEDING THEME ONE: PRACTICE IS EMBEDDED IN SERVICE OPERATIONS

INDICATORS	EVIDENCE
<p>The observed and discussed approach to assessment and planning consistently aligns with the service philosophy</p>	
<p>The observed and discussed approach to assessment and planning consistently demonstrates a strong commitment to the principles and practices of the approved learning frameworks/s</p>	
<p>The observed and discussed approach to assessment and planning is consistently reflected in the service’s program documentation and required assessment or evaluation documentation</p>	
<p>The observed and discussed approach to assessment and planning consistently reflects meaningful engagement and communication with families.</p>	

EXCEEDING THEME 2: PRACTICE IS INFORMED BY CRITICAL REFLECTION

INDICATORS	EVIDENCE
<p>The service’s approach to assessment and planning reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection and past incidents</p>	
<p>The service’s approach to assessment and planning is informed by current recognised guidance.</p>	
<p>Any change to the service’s approach to assessment and planning is understood by all and implemented appropriately.</p>	

EXCEEDING THEME 2: PRACTICE IS INFORMED BY CRITICAL REFLECTION

INDICATORS	EVIDENCE
All educators, the educational leader and co-ordinators regularly reflect, individually and with each other on their approach to assessment and planning to consider whether it supports the best outcomes for children and families	
All educators, the educational leader and co-ordinators regularly reflect, individually and with each other on alternate assessment and planning processes, and make changes where opportunities for improvement are identified	
All educators, the educational leader and co-ordinators regularly reflect, individually and with each other on social justice and equity implications of their assessment and planning to ensure that practice considers the circumstances and rights of every child at the service	
All educators, the educational leader and co-ordinators regularly reflect, individually and with each other on theoretical and philosophical influences on their assessment and planning, including the theoretical perspectives identified in the approved learning framework/s	
All educators, the educational leader and co-ordinators regularly reflect, individually and with each other on how they draw on theoretical and philosophical influences and how they have influenced practice over time.	

EXCEEDING THEME 3: PRACTICE IS SHAPED BY MEANINGFUL ENGAGEMENT WITH FAMILIES AND/OR THE COMMUNITY

INDICATORS	EVIDENCE
The service's approach to assessment and planning reflects the unique geographical, cultural and community context of the service	
The service's approach to assessment and planning welcomes, respects and draws on the voices, priorities and strengths of the children and families at the service	

EXCEEDING THEME 3: PRACTICE IS SHAPED BY MEANINGFUL ENGAGEMENT WITH FAMILIES AND/OR THE COMMUNITY

INDICATORS	EVIDENCE
<p>All educators consistently seek out the voices, perspectives, and views of children throughout the day, and draw on this input in ongoing assessment and planning</p>	
<p>All educators consistently support children to participate in assessing and planning their own learning and development.</p>	
<p>All educators, the educational leader and co-ordinators consistently engage with families and the community to ensure that children’s learning and development outside of the service is incorporated into the assessment and planning cycle</p>	
<p>All educators, the educational leader and co-ordinators consistently engage with families about their child’s progress in ways that are tailored to individual families’ circumstances and ways of connecting, for example engaging with families using respectful and culturally safe practices.</p>	

QUALITY AREA 2: Health

- Health
- Safety

Quality Standard 2.1: Children’s health and safety

EXCEEDING THEME ONE: PRACTICE IS EMBEDDED IN SERVICE OPERATIONS	
INDICATORS	EVIDENCE
Educators, the educational leader, and co-ordinators demonstrate a deep understanding of the requirements of the standard and its component elements, and a commitment to high quality practice at all times	
All educators are consistently attuned to and respond to children’s changing health and physical activity requirements throughout the day	
All educators provide a range of opportunities to effectively address and respond to children’s needs for sleep, rest and relaxation throughout the day, individually and in groups	
All educators manage and support children’s health and medical needs in line with established best practice at all times	
All educators actively promote healthy eating, physical activity, and effective hygiene practices in the delivery of the daily program	

EXCEEDING THEME ONE: PRACTICE IS EMBEDDED IN SERVICE OPERATIONS

INDICATORS	EVIDENCE
All educators provide regular opportunities for explicit learning about health and wellbeing	
All educators respond confidently to the daily events that impact on children’s health and activity needs	
The observed and discussed approach to supporting and promoting children’s health and physical activity consistently aligns with the design and delivery of the educational program and service philosophy and demonstrates a strong commitment to the priorities, principles and practices of the approved learning framework	
The service’s approach to supporting and promoting children’s health and physical activity reflects a commitment to the prevention of illness and injuries and this is evident in the service’s approach to reporting and responding to health and illness-related incidents.	

EXCEEDING THEME 2: PRACTICE IS INFORMED BY CRITICAL REFLECTION

INDICATORS	EVIDENCE
Educators, the educational leader and coordinator systematically and regularly reflect on opportunities to enhance each child’s health outcomes and promote physical activity with children and families	
Educators, the educational leader and coordinator seek out and consider alternate ways of supporting each child’s health and activity needs, and make changes where opportunities to further enhance children’s outcomes are identified	
Educators, the educational leader and coordinator can explain how reflection on children’s changing health and activity needs influences the design and delivery of the educational program	

EXCEEDING THEME 2: PRACTICE IS INFORMED BY CRITICAL REFLECTION	
INDICATORS	EVIDENCE
Educators, the educational leader and coordinator reflect together on health and illness-related incidents, and support the service to make changes to practices, policies and procedures where opportunities are identified to strengthen the approach	
Educators, the educational leader and coordinator are aware of and able to discuss the influences on their approach to supporting and promoting children's health and activity requirements and outcomes, the recognised guidelines that underpin their practice approach, and how these build on the approved learning framework/s and the service's health policies and procedures	
Educators, the educational leader and coordinator consider and discuss social justice and equity implications of their practice decisions to ensure that practice takes into account the needs and rights of every child at the service	
The service's approach to supporting and promoting children's health and activity needs and outcomes reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection on past incidents	
The service's approach to supporting and promoting children's health and physical activity, including safe sleep and nutrition, is informed by current recognised guidelines and up-to-date information	
Any change to the service's approach to supporting and promoting children's health and activity needs are understood by all and implemented appropriately.	

EXCEEDING THEME 3: PRACTICE IS SHAPED BY MEANINGFUL ENGAGEMENT WITH FAMILIES AND/OR THE COMMUNITY

INDICATORS	EVIDENCE
<p>Educators, the educational leader and co-ordinators engage meaningfully and regularly with families to discuss children’s changing health and physical activity requirements, including their interests, preferences and strengths, and incorporate these into the program</p>	
<p>Educators, the educational leader and co-ordinators work directly with children, families, and professionals as appropriate to develop targeted practices that are responsive to children’s evolving health and activities needs</p>	
<p>Educators, the educational leader and co-ordinators incorporate children’s changing health and activity needs, interests, preferences and strengths into the design and delivery of the educational program, including information gathered from families and the community and directly from children</p>	
<p>Educators, the educational leader and co-ordinators proactively promote children’s health and physical activity with families and the community</p>	
<p>Educators, the educational leader and co-ordinators build partnerships with families and the broader community to further enhance children’s health and activity outcomes, for example through collaborative initiatives with health professionals and other support services</p>	
<p>The service’s approach to supporting and promoting children’s health and physical activity suits and draws inspiration from the unique environmental, cultural and community context of the service</p>	

Quality Standard 2.2: Safety

EXCEEDING THEME ONE: PRACTICE IS EMBEDDED IN SERVICE OPERATIONS	
INDICATORS	EVIDENCE
Educators, the educational leader, and co-ordinators demonstrate a deep understanding of the requirements of the standard, concepts and the component elements, and a commitment to high quality practice at all times	
All educators ensure that children are supervised effectively at all times	
All educators are consistently attuned to the needs of all children to ensure each child's safety at all times	
All educators are aware of and act on their responsibilities for ensuring children's safety at all times, including in relation to child protection, and are able to articulate these responsibilities	
All educators proactively identify and manage risks and take precautions to protect children from harm and hazard	
All educators identify and respond confidently to changes in the service environment throughout the day, adjusting practice where necessary to ensure that children are safe and effectively supervised at all times	
Ongoing risk assessment and management is built into day-to-day operations across the service to ensure a consistently safe environment	

EXCEEDING THEME ONE: PRACTICE IS EMBEDDED IN SERVICE OPERATIONS

INDICATORS	EVIDENCE
<p>Effective plans to manage incidents and emergencies are developed and reviewed in consultation with relevant authorities and practised regularly</p>	
<p>The observed and discussed approach to supporting and promoting children’s safety consistently aligns with the design and delivery of the educational program and service philosophy and demonstrates a strong commitment to the priorities, principles and practices of the approved learning framework.</p>	

EXCEEDING THEME 2: PRACTICE IS INFORMED BY CRITICAL REFLECTION

INDICATORS	EVIDENCE
<p>Educators, the educational leader and co-ordinators systematically and regularly reflect, individually and as a team, on practices to support child safety, including risk assessment and emergency management procedures and practices, and make changes when opportunities to further enhance children’s outcomes are identified</p>	
<p>Educators, the educational leader and co-ordinators are responsive and adjust supervision strategies as required</p>	
<p>Educators, the educational leader and co-ordinators are able to explain how an ongoing commitment to children’s safety influences the design and delivery of the educational program</p>	
<p>Educators, the educational leader and co-ordinators reflect together on safety-related incidents, and support the service to make changes to practices, policies and procedures where opportunities are identified to strengthen the approach</p>	

EXCEEDING THEME 2: PRACTICE IS INFORMED BY CRITICAL REFLECTION

INDICATORS	EVIDENCE
<p>Educators, the educational leader and co-ordinators are aware of and able to discuss the influences on their practice to support and promote children’s safety, including recognised guidelines, information sources, and other legislation that underpin their practice approach, and how these align with the approved learning framework/s and the service’s policies and procedures</p>	
<p>Educators, the educational leader and co-ordinators consider and discuss social justice and equity implications of their practice decisions to support and promote each child’s safety to ensure that practice takes into account the needs and rights of every child at the service</p>	
<p>The service’s approach to risk assessment, emergency management and child protection reflects current recognised guidelines and up-to-date information from trusted sources</p>	
<p>The service’s approach to supporting and promoting children’s safety reflects robust debate, discussion, and genuine opportunities for input by all educators and is informed by critical reflection on past incidents</p>	
<p>Any change to the service’s approach to supporting and promoting children’s safety are understood by all.</p>	

EXCEEDING THEME 3: PRACTICE IS SHAPED BY MEANINGFUL ENGAGEMENT WITH FAMILIES AND/OR THE COMMUNITY

INDICATORS	EVIDENCE
<p>Educators actively engage with families about their concerns and priorities for their children’s safety</p>	
<p>Educators actively raise awareness of issues impacting on child safety with families and the community, including in the context of child protection</p>	
<p>Educators are familiar with and respond respectfully to the differing cultural contexts of families and the community that impact on perspectives about child safety and protection, while ensuring that practice decisions always reflect a best practice approach</p>	
<p>The service’s approach to managing risks and supporting child safety reflects the voices, priorities and strengths of the children and families at the service</p>	
<p>The service’s approach to managing risks and supporting child safety is informed by meaningful and ongoing partnerships with the broader community, for example local community and emergency services</p>	
<p>The service’s approach to managing risks and supporting child safety considers the geographical context of the service and is responsive to changes in the environment throughout the year.</p>	

QUALITY AREA 3: Physical Environment

- Design
- Use

Quality Standard 3.1: Design

EXCEEDING THEME ONE: PRACTICE IS EMBEDDED IN SERVICE OPERATIONS	
INDICATORS	EVIDENCE
Educators, the educational leader, and co-ordinators demonstrate a deep understanding of the requirements of the standard, concepts and the component elements, and a commitment to high quality practice at all times	
All outdoor and indoor spaces, buildings, fixtures and fittings support the access and full participation of every child	
All outdoor and indoor spaces, buildings, fixtures and fittings promote and positively support children's interaction with space, materials and each other	
All outdoor and indoor spaces, buildings, fixtures and fittings contribute to a flexible and stimulating environment that enhances each child's development and learning	
All outdoor and indoor spaces, buildings, fixtures and fittings are safe, clean and well-maintained at all times.	
All educators are able to explain how the design of the physical environment, including selection of furniture, equipment and resources, supports safe and inclusive access by all children and promotes each child's full engagement with the program	

EXCEEDING THEME ONE: PRACTICE IS EMBEDDED IN SERVICE OPERATIONS

INDICATORS	EVIDENCE
The observed and discussed approach to the design and maintenance of the physical environment consistently aligns with the design and delivery of the educational program and service philosophy	
The observed and discussed approach to the design and maintenance of the physical environment demonstrates a strong commitment to the principles and practices of the approved learning framework/s	
The observed and discussed approach to the design and maintenance of the physical environment consistently aligns with safety, cleanliness and maintenance advice from recognised authorities and reflects the service’s policies, procedures and record keeping systems.	

EXCEEDING THEME 2: PRACTICE IS INFORMED BY CRITICAL REFLECTION

INDICATORS	EVIDENCE
The service’s approach to design and maintenance of the physical environment reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection and past incidents	
The service’s approach to design and maintenance of the physical environment is informed by current recognised guidance on creating an inclusive, safe physical environment that strengthens children’s learning and development outcomes and enhances participation in the program.	
Any change to the service’s approach to design and maintenance of the physical environment is understood by all and implemented appropriately.	
Educators, the educational leader and co-ordinators are attuned to changes to the physical environment throughout the day and confidently adjust practice and the environment as needed to ensure the continued safety, participation and inclusion of all children	

EXCEEDING THEME 2: PRACTICE IS INFORMED BY CRITICAL REFLECTION

INDICATORS	EVIDENCE
<p>Educators, the educational leader and co-ordinators reflect, individually and together, on the design of the physical environment, and consider opportunities to make changes to strengthen inclusion and participation, and to enhance children’s safety, learning and development outcomes</p>	
<p>Educators, the educational leader and co-ordinators are aware of and able to discuss the theoretical influences on the service’s design choices and how these align with the approved learning framework/s and the service’s philosophy, policies and procedures</p>	
<p>Educators, the educational leader and co-ordinators consider and discuss social justice and equity implications of design choices to ensure that the physical environment supports the needs and rights of every child at the service.</p>	

EXCEEDING THEME 3: PRACTICE IS SHAPED BY MEANINGFUL ENGAGEMENT WITH FAMILIES AND/OR THE COMMUNITY

INDICATORS	EVIDENCE
<p>The design of the physical environment reflects the unique geographical, cultural and community context of the service</p>	
<p>The design of the physical environment welcomes, reflects and draws on the voices, priorities and strengths of the children and families at the service</p>	
<p>The design of the physical environment shows that the service works creatively within the limitations of the physical setting</p>	
<p>Opportunities for collaboration with family and community partners are built into the service’s approach to designing and making changes to the physical environment.</p>	

Quality Standard 3.2: Use

EXCEEDING THEME ONE: PRACTICE IS EMBEDDED IN SERVICE OPERATIONS	
INDICATORS	EVIDENCE
Educators, the educational leader, and the co-ordinator demonstrate a deep understanding of the requirements of the standard, concept and the component elements, and a commitment to high quality practice at all times	
Children actively engaged in child-directed learning experiences that demonstrate environmental awareness and/or responsibility	
Observed practice and discussions demonstrate a whole-of-service approach to the use of space and resources that is inclusive, purposeful, creative, and flexible, and enhances learning and development outcomes for all children	
All educators are able to explain how the use of the physical environment is organised to be flexible, support safe and inclusive access by all children and promote each child's engagement in play-based learning	
All educators confidently organise and adapt spaces and resources as needed throughout the day, week, and month to ensure a consistently inclusive and flexible play-based learning environment for all children	
All educators demonstrate an ongoing commitment to caring for the natural environment and fostering environmental awareness and responsibility in children, and are aware of how their practice aligns with practice across the service	
The service's approach to creating inclusive learning environments, engaging in sustainable practice and supporting environmental responsibility reflects the service's philosophy.	

EXCEEDING THEME 2: PRACTICE IS INFORMED BY CRITICAL REFLECTION

INDICATORS	EVIDENCE
<p>The service’s approach to organising inclusive, play-based learning environments and to supporting environmental responsibility reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection</p>	
<p>The service’s approach to organising inclusive, play-based learning environments and to supporting environmental responsibility is informed by current recognised guidance</p>	
<p>Any change to the service’s approach to organising inclusive, play-based learning environments and to supporting environmental responsibility is understood by all and implemented appropriately.</p>	
<p>All educators regularly reflect on opportunities to support every child’s participation and to further enhance children’s learning and development through the creative and flexible use of space, equipment and resources</p>	
<p>All educators regularly reflect on opportunities to support children’s environmental awareness and responsibility.</p>	
<p>The service team reflect together on opportunities to further enhance children’s learning and development through the creative and flexible use of space, equipment and resources</p>	
<p>The service team reflect together on opportunities to strengthen the service’s engagement in environmental sustainability, and work together to implement agreed changes across the service.</p>	

EXCEEDING THEME 3: PRACTICE IS SHAPED BY MEANINGFUL ENGAGEMENT WITH FAMILIES AND/OR THE COMMUNITY

INDICATORS	EVIDENCE
<p>The service’s use and organisation of space and resources reflects the unique geographical, cultural and community context of the service welcomes, respects and draws on the voices, priorities and strengths of the children and families at the service.</p>	
<p>The service’s approach to environmentally sustainable practice and support of environmental responsibility reflects the unique geographical, cultural and community context of the service</p>	
<p>The service’s approach to environmentally sustainable practice and support of environmental responsibility welcomes, respects and draws on the voices, priorities and strengths of the children and families at the service</p>	
<p>The service collaborates with family and/or community partners to foster an inclusive, welcoming and flexible play-based learning environment</p>	
<p>The service collaborates with family and/or community partners to design indoor and outdoor spaces that draw on and reflect the diverse cultures of the broader community, for example engaging with the local Aboriginal and Torres Strait Islander community to design an environment that reflects their culture</p>	
<p>The service collaborates with family and/or community partners to engage in sustainable practices within the service and support environmental awareness and responsibility across the service community</p>	
<p>Children engaged in excursions that utilise community environments and support child-directed exploration and discovery</p>	
<p>Educators supporting families to develop understanding and engage in environmentally responsible and sustainable practices.</p>	

QUALITY AREA 4: Staffing Arrangements

- Staffing arrangements
- Professionalism

Quality Standard 4.1: Staffing Arrangements

EXCEEDING THEME ONE: PRACTICE IS EMBEDDED IN SERVICE OPERATIONS	
INDICATORS	EVIDENCE
Educators, the educational leader, and co-ordinators demonstrate a deep understanding of the requirements of the standard, concepts and the component elements, and a commitment to high quality practice at all times	
At all times, purposeful consideration is given to organisation of educators to ensure familiarity and continuity for children and a high quality learning and care environment.	
All educators and co-ordinators are able to explain how the organisation and continuity of educators enhances children’s wellbeing, learning and development; demonstrate awareness of how decisions are made about the organisation of educators across the service	
All educators and co-ordinators understand and implement effective processes to support organisation and continuity of educators to enable the establishment and maintenance of secure relationships with children.	
The observed and discussed approach to organisation and continuity of educators, including relief educators, consistently aligns with the service’s philosophy, policies and procedures	

EXCEEDING THEME 2: PRACTICE IS INFORMED BY CRITICAL REFLECTION

INDICATORS	EVIDENCE
<p>The service’s approach to organisation and continuity of educators reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection and past incidents</p>	
<p>The service’s approach to organisation and continuity of educators is informed by the qualifications, strengths, priorities and professional development goals of educators</p>	
<p>The service’s approach to organisation and continuity of educators is informed by current recognised guidance.</p>	
<p>Any change to the service’s approach to organisation and continuity of educators is understood by all and implemented appropriately.</p>	
<p>The service team reflects together on opportunities to further enhance children’s wellbeing, learning and development through possible changes to the organisation of educators or improvement in staff continuity</p>	
<p>The service team works together to implement agreed changes across the service where necessary.</p>	

EXCEEDING THEME 3: PRACTICE IS SHAPED BY MEANINGFUL ENGAGEMENT WITH FAMILIES AND/OR THE COMMUNITY

INDICATORS	EVIDENCE
<p>The organisation and continuity of educators reflects the unique geographical, cultural and community context of the service</p>	
<p>The organisation and continuity of educators welcomes, reflects and draws on the voices, priorities and strengths of the children and families at the service and, in particular, family input on ways to support familiarity and continuity of their child’s learning and development at the service</p>	
<p>Opportunities for collaboration with family and community partners are built into the service’s approach to organisation and continuity of educators.</p>	
<p>The service’s approach to organisation and continuity of educators supports all children to participate fully in the service program at all times.</p>	

Quality Standard 4.2: Professionalism

EXCEEDING THEME ONE: PRACTICE IS EMBEDDED IN SERVICE OPERATIONS	
INDICATORS	EVIDENCE
Educators, the educational leader, and the co-ordinator demonstrate a deep understanding of the requirements of the standard, concept and the component elements, and a commitment to high quality practice at all times	
All interactions between educators and others in the service community are respectful and promote a positive atmosphere within the service.	
All educators show a willingness to share information or ask for assistance from others and acknowledge the strengths and skills of others.	
All members of the service team consistently demonstrate a high level of collaboration, affirming, challenging, supporting and learning from each other	
The observed and discussed approach to professional collaboration and standards consistently aligns with the approach described in the service’s chosen code of conduct and code of ethics	
The observed and discussed approach to professional collaboration and standards consistently aligns with the service’s philosophy, policies and procedures.	

EXCEEDING THEME 2: PRACTICE IS INFORMED BY CRITICAL REFLECTION

INDICATORS	EVIDENCE
<p>The service’s approach to professional collaboration and standards reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection and past incidents</p>	
<p>The service’s approach to professional collaboration and standards enables and promotes regular opportunities for all members of the service team, with special consideration to support newly inducted educators, to work collaboratively and to share and learn from each other’s existing and developing strengths and skills</p>	
<p>The service’s approach to professional collaboration and standards is informed by current recognised guidance and the service’s chosen code of conduct and code of ethics</p>	
<p>The service team reflects together on the role and application of professional ethics and standards across the service</p>	
<p>The service team reflects together on ethical issues that arise in the service</p>	
<p>The service team reflects together to consistently identify and implement opportunities to strengthen ethical practice.</p>	
<p>Educators reflect collaboratively on pedagogical knowledge and curriculum delivery.</p>	
<p>Educator’s discussions and notes demonstrate self-awareness of the ethical and professional standards underpinning their own practice</p>	

EXCEEDING THEME 2: PRACTICE IS INFORMED BY CRITICAL REFLECTION

INDICATORS	EVIDENCE
<p>Educator’s discussions and notes demonstrate ongoing reflection on opportunities for improvement</p>	
<p>Decision-making processes are informed by professional standards, including the service’s chosen code of conduct and code of ethics.</p>	
<p>Changes to the application of professional standards within the service, including the chosen code of conduct and code of ethics, are clearly understood by all.</p>	

EXCEEDING THEME 3: PRACTICE IS SHAPED BY MEANINGFUL ENGAGEMENT WITH FAMILIES AND/OR THE COMMUNITY

INDICATORS	EVIDENCE
<p>The approach to professional collaboration and standards reflects the unique geographical, cultural and community context of the service</p>	
<p>The approach to professional collaboration and standards welcomes, reflects and draws on the voices, priorities and strengths of the children and families at the service.</p>	
<p>All members of the service team recognise diversity as a strength and work together to promote a culture of inclusiveness and sense of belonging for all children, families and the community, including cultivating a deep respect for Aboriginal and Torres Strait Islander histories and cultures.</p>	
<p>All members of the service team consistently identify and implement culturally sensitive ways to communicate, support and engage with families.</p>	

EXCEEDING THEME 3: PRACTICE IS SHAPED BY MEANINGFUL ENGAGEMENT WITH FAMILIES AND/OR THE COMMUNITY

INDICATORS	EVIDENCE
<p>Decision-making and problem-solving in regard to ethical issues that emerge within the service environment are informed by the voices of families and the community.</p>	
<p>Educators build relationships with families and members of the community that include the exchange of ideas and best practice.</p>	

QUALITY AREA 5: Relationships With Children

- Relationships between educators and children
- Relationships between children

Quality Standard 5.1: Relationships with Children

EXCEEDING THEME ONE: PRACTICE IS EMBEDDED IN SERVICE OPERATIONS	
INDICATORS	EVIDENCE
Educators, the educational leader, and the co-ordinator demonstrate a deep understanding of the requirements of the standard, concepts and the component elements, and a commitment to high quality practice at all times	
Each educator’s practice reflects a deep commitment to building and maintaining respectful and equitable relationships with each child.	
At all times, interactions between educators and children across the service support each child to feel secure, confident, and included	
At all times, interactions between educators and children across the service maintain each child’s dignity and rights.	
All educators are able to explain how their relationships with children are guided by an understanding of and commitment to building trusting relationships which engage and support each child to feel secure, confident and included	

EXCEEDING THEME ONE: PRACTICE IS EMBEDDED IN SERVICE OPERATIONS

INDICATORS	EVIDENCE
All educators are able to explain how their relationships with children are guided by an understanding of and commitment to respecting the dignity and worth of each child	
All educators are able to explain how their relationships with children are guided by an understanding of and commitment to protecting and ensuring children's rights.	
The observed and discussed approach to relationships between educators and children consistently aligns with the principles and practices of the approved learning framework/s	
The observed and discussed approach to relationships between educators and children consistently aligns with the service's philosophy, policies and procedures	

EXCEEDING THEME 2: PRACTICE IS INFORMED BY CRITICAL REFLECTION

INDICATORS	EVIDENCE
The service's approach to relationships between educators and children reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection and past incidents	
The service's approach to relationships between educators and children is informed by current recognised guidance.	
Any change to the service's approach to relationships between educators and children is understood by all and implemented appropriately.	

EXCEEDING THEME 2: PRACTICE IS INFORMED BY CRITICAL REFLECTION

INDICATORS	EVIDENCE
All educators systematically reflect on their interactions with children across the service and on opportunities to further enhance children’s lifelong learning and sense of belonging within the service and the child’s world	
All educators demonstrate self-awareness and are purposeful in the consideration of the theoretical perspectives that influence their pedagogy and the practice across the service.	
The service team reflect together to consider the social justice and equity implications of educators’ approaches to relationships with children to ensure interactions support the dignity, rights, cultures and best interests of all children, including children who identify as Aboriginal and Torres Strait Islander peoples	
The service team reflect together to challenge stereotypes and biases in promoting and maintaining a culture of inclusiveness	
The service team reflect together to engage in robust debate and discussion in which personal, professional and organisational values that influence relationships between educators and children are identified and discussed.	

EXCEEDING THEME 3: PRACTICE IS SHAPED BY MEANINGFUL ENGAGEMENT WITH FAMILIES AND/OR THE COMMUNITY

INDICATORS	EVIDENCE
The service’s approach to building and maintaining respectful and equitable relationships with each child reflects the unique geographical, cultural and community context of the service	
The service’s approach to building and maintaining respectful and equitable relationships with each child welcomes, reflects and draws on the voices, priorities and strengths of the children and families at the service	

EXCEEDING THEME 3: PRACTICE IS SHAPED BY MEANINGFUL ENGAGEMENT WITH FAMILIES AND/OR THE COMMUNITY

INDICATORS	EVIDENCE
<p>The service’s approach to building and maintaining respectful and equitable relationships with each child contributes to a culture of inclusiveness and sense of belonging for children and families at the service</p>	
<p>The service’s approach to building and maintaining respectful and equitable relationships with each child » is strengthened by meaningful relationships with families and the community</p>	
<p>The service’s approach to building and maintaining respectful and equitable relationships with each child seeks, values and considers family input to inform ‘Interactions with Children’ policy and practice.</p>	

Quality Standard 5.2: Relationships Between Children

EXCEEDING THEME ONE: PRACTICE IS EMBEDDED IN SERVICE OPERATIONS	
INDICATORS	EVIDENCE
Educators, the educational leader, and the co-ordinator demonstrate a deep understanding of the requirements of the standard, concepts and the component elements, and a commitment to high quality practice at all times.	
All educators confidently and effectively facilitate cooperative and collaborative learning opportunities, in appropriate group sizes, to ensure that every child is consistently supported to collaborate, learn from and help others	
All educators demonstrate a consistent approach to behaviour guidance to ensure that each child is supported at all times to regulate their own behaviour, respond appropriately to the behaviour of others, and communicate effectively to resolve conflict.	
All educators are able to explain how their support of children to build and maintain sensitive and responsive relationships is guided by an understanding of and commitment to creating supportive environments that enable children to collaborate, learn from and help each other	
All educators are able to explain how their support of children to build and maintain sensitive and responsive relationships is guided by an understanding of and commitment to supporting each child to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	
The observed and discussed approach to supporting children to build and maintain sensitive and responsive relationships consistently aligns with the principles and practices of the approved learning framework/s	
The observed and discussed approach to supporting children to build and maintain sensitive and responsive relationships consistently aligns with the service's philosophy, policies, and procedures, including the behaviour management/guidance strategy.	

EXCEEDING THEME 2: PRACTICE IS INFORMED BY CRITICAL REFLECTION

INDICATORS	EVIDENCE
<p>The service’s approach to supporting children to build and maintain sensitive and responsive relationships reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection and past incidents</p>	
<p>The service’s approach to supporting children to build and maintain sensitive and responsive relationships enables the identification and implementation of opportunities to strengthen practice</p>	
<p>The service’s approach to supporting children to build and maintain sensitive and responsive relationships is informed by current recognised guidance.</p>	
<p>Any change to the service’s approach to supporting children to build and maintain sensitive and responsive relationships is understood by all and implemented appropriately.</p>	
<p>Educators demonstrate self-awareness of the theoretical perspectives that influence their pedagogy, and the practice across the service, and show that they are committed to continuous improvement.</p>	
<p>The service team reflect together to consider the social justice and equity implications of educators’ approaches to facilitating active and collaborative learning opportunities and behaviour guidance</p>	
<p>The service team reflect together to engage in robust debate and discussion in which personal, professional and organisational values that support children to build and maintain sensitive and responsive relationships are identified and discussed.</p>	

EXCEEDING THEME 3: PRACTICE IS SHAPED BY MEANINGFUL ENGAGEMENT WITH FAMILIES AND/OR THE COMMUNITY

INDICATORS	EVIDENCE
<p>The service’s approach to supporting children to build and maintain sensitive and responsive relationships reflects the unique geographical, cultural and community context of the service</p>	
<p>The service’s approach to supporting children to build and maintain sensitive and responsive relationships welcomes, reflects and draws on the voices, priorities and strengths of the children and families at the service</p>	
<p>The service’s approach to supporting children to build and maintain sensitive and responsive relationships contributes to a culture of inclusiveness and sense of belonging at the service</p>	
<p>The service’s approach to supporting children to build and maintain sensitive and responsive relationships encourages all children to challenge stereotypes and biases, and develop a deep understanding and appreciation of the cultural diversity of the service and the broader community, including Aboriginal and Torres Strait Islander histories and cultures.</p>	
<p>All educators draw on their knowledge of each family’s strengths and priorities, including behaviour guidance approaches in the home environment, to support children to build and maintain sensitive and responsive relationships</p>	
<p>All educators tailor their approaches to supporting children to build and maintain sensitive and responsive relationships in response to input from families and the community.</p>	

QUALITY AREA 6: Collaborative Partnerships with families and communities

- Supportive relationships with families
- Collaborative partnerships

Quality Standard 6.1: Supportive Relationships with Families

EXCEEDING THEME ONE: PRACTICE IS EMBEDDED IN SERVICE OPERATIONS	
INDICATORS	EVIDENCE
Educators, the educational leader, and the co-ordinator demonstrate a deep understanding of the requirements of the standard, concepts and the component elements, and a commitment to high quality practice at all times	
Educators, co-ordinators and the educational leader engage collaboratively and respectfully with families from enrolment and orientation to learn about their expertise, culture, values and beliefs and priorities for their child's learning and wellbeing	
Educators, co-ordinators and the educational leader consistently support families to participate in the service, make meaningful contributions to service decisions, and share in decisionmaking about their child's learning and wellbeing	
Educators, co-ordinators and the educational leader regularly provide families with comprehensive, current and accessible information about the service, relevant community services, and resourcing to support parenting and family wellbeing	
Educators, co-ordinators and the educational leader recognise the leading role of families in their children's wellbeing and development	

EXCEEDING THEME ONE: PRACTICE IS EMBEDDED IN SERVICE OPERATIONS

INDICATORS	EVIDENCE
<p>Across the service, the observed and discussed approach to building respectful and supportive relationships with families demonstrates a strong commitment to the principles and practices of the approved learning framework/s, and aligns with the educational program, the service’s statement of philosophy, and the enrolment and orientation process.</p>	

EXCEEDING THEME 2: PRACTICE IS INFORMED BY CRITICAL REFLECTION

INDICATORS	EVIDENCE
<p>The service’s approach to supporting relationships with families reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection and past incidents</p>	
<p>The service’s approach to supporting relationships with families is informed by current recognised guidance on supporting relationships with families</p>	
<p>Any change to the service’s approach to supportive relationships with families is understood by all and implemented appropriately</p>	
<p>Any change to the service’s approach to supporting children to build and maintain sensitive and responsive relationships is understood by all and implemented appropriately.</p>	
<p>Educators, co-ordinators and the educational leader intentionally consider alternate ways of engaging with families and supporting their participation at the service, and make changes where opportunities to further enhance children’s and families’ outcomes are identified</p>	

EXCEEDING THEME 2: PRACTICE IS INFORMED BY CRITICAL REFLECTION

INDICATORS	EVIDENCE
<p>Educators, co-ordinators and the educational leader are able to explain how ongoing engagement with families influences the design and delivery of the educational program</p>	
<p>Educators, co-ordinators and the educational leader are aware of and able to discuss how the approach to engaging with families and supporting their participation at the service aligns with practice theory, the approved learning framework/s and the service's philosophy, policies and procedures</p>	
<p>Educators, co-ordinators and the educational leader are aware of how families' perceptions of their role influences how they participate in the service</p>	
<p>Educators, co-ordinators and the educational leader consider and discuss social justice and equity implications of their approach to engaging with and supporting each family's participation in the service, including self-awareness of their own biases and how these may impact on building respectful relationships with families</p>	
<p>As a team, educators, co-ordinators and the educational leader engage in robust debate and discussion about the service's approach to engaging with families and supporting their participation at the service. As part of this debate and discussion, personal, professional and organisational values that influence practice are identified, discussed and challenged.</p>	

EXCEEDING THEME 3: PRACTICE IS SHAPED BY MEANINGFUL ENGAGEMENT WITH FAMILIES AND/OR THE COMMUNITY

INDICATORS	EVIDENCE
Relationships with families reflect the unique geographical, cultural and community context of the service	
Relationships with families welcome, reflect and draw on the voices, priorities and strengths of the children and families at the service	
Educators, co-ordinators and the educational leader actively support families to build relationships with other families and with relevant community services to strengthen child, parenting and family outcomes	
Educators, co-ordinators and the educational leader consistently tailor their approaches to communicating with and engaging with each family in recognition of individual families' circumstances and ways of connection, and seek out families' views on their preferred means of communication and participation from enrolment	
Educators, co-ordinators and the educational leader draw on their knowledge of each family to provide thoughtful and tailored opportunities for each family to participate in the service , for example building a sense of belonging for Aboriginal and Torres Strait Islander families	
Educators, co-ordinators and the educational leader explore opportunities to build trust and support families to contribute to the educational program in ways that celebrate and share their strengths, beliefs and culture with children, families and the service team	
Educators, co-ordinators and the educational leader build and maintain community partnerships that support and promote parenting and family wellbeing and proactively and respectfully engage with families to support their parenting and family wellbeing circumstances and priorities.	

Quality Standard 6.2: Collaborative Partnerships

EXCEEDING THEME ONE: PRACTICE IS EMBEDDED IN SERVICE OPERATIONS	
INDICATORS	EVIDENCE
Educators, the educational leader, and the co-ordinator demonstrate a deep understanding of the requirements of the standard, concepts and the component elements, and a commitment to high quality practice at all times	
Educators, co-ordinators and the educational leader establish and maintain ongoing collaborative partnerships with the community and link with community and support agencies to enhance children's learning, wellbeing and participation	
Educators, co-ordinators and the educational leader consistently facilitate inclusion and support assistance to ensure that the educational program enables each child to fully participate	
Educators, co-ordinators and the educational leader systematically promote continuity of learning and transitions for each child by sharing relevant information, clarifying responsibilities, and building collaborative strategies with relevant stakeholders	
Educators, co-ordinators and the educational leader recognise the leading role of families in their children's wellbeing and development	
Across the service, the observed and discussed approach to building collaborative partnerships with the community displays a strong commitment to the principles and practices of the approved learning framework/s, and aligns with the educational program and with resources that support community engagement and inclusion.	

EXCEEDING THEME 2: PRACTICE IS INFORMED BY CRITICAL REFLECTION

INDICATORS	EVIDENCE
<p>The service’s approach to collaborative partnerships reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection and past incidents</p>	
<p>The service’s approach to collaborative partnerships is informed by current recognised guidance on collaborative partnerships.</p>	
<p>Any change to the service’s approach to collaborative partnerships is understood by all and implemented appropriately</p>	
<p>Educators, co-ordinators and the educational leader purposefully consider and create opportunities to strengthen the service’s approach to enhancing children’s inclusion, learning and wellbeing, and seek out new links and partnerships where opportunities to further enhance children’s and families’ outcomes are identified</p>	
<p>Educators, co-ordinators and the educational leader are able to explain how ongoing community engagement influences the design and delivery of the educational program and supports children’s learning, wellbeing and enables full participation in the program for every child</p>	
<p>Educators, co-ordinators and the educational leader are aware of and able to discuss how the service’s approach to inclusion support and supporting transitions between learning environments aligns with practice theory, the approved learning framework/s and the service’s policies and procedures</p>	
<p>Educators, co-ordinators and the educational leader consider and discuss social justice and equity implications of their approach to inclusion support and supporting transitions for all children, including self awareness of their own biases and how these may impact on child and family outcomes</p>	

EXCEEDING THEME 2: PRACTICE IS INFORMED BY CRITICAL REFLECTION

INDICATORS	EVIDENCE
<p>Educators, co-ordinators and the educational leader challenging stereotypes, raising awareness of, and cultivating deep respect for Aboriginal and Torres Strait Islander histories and cultures</p>	
<p>Educators, co-ordinators and the educational leader consider and discuss social justice and equity implications of their approach to engaging with and supporting each family's participation in the service, including self-awareness of their own biases and how these may impact on building respectful relationships with families</p>	
<p>As a team, educators, co-ordinators and the educational leader engage in robust debate and discussion about the service's approach to building community partnerships and supporting inclusion and transitions. As part of this debate and discussion, personal, professional and organisational values that influence practice are identified, discussed and challenged.</p>	

EXCEEDING THEME 3: PRACTICE IS SHAPED BY MEANINGFUL ENGAGEMENT WITH FAMILIES AND/OR THE COMMUNITY

INDICATORS	EVIDENCE
<p>The service's collaborative partnerships reflect the unique geographical, cultural and community context of the service</p>	
<p>The service's collaborative partnerships welcome, reflect and draw on the voices, priorities and strengths of the children and families at the service.</p>	
<p>Educators, co-ordinators and the educational leader support families to build relationships with relevant community services and agencies that enhance children's wellbeing, learning and participation in the educational program</p>	

EXCEEDING THEME 3: PRACTICE IS SHAPED BY MEANINGFUL ENGAGEMENT WITH FAMILIES AND/OR THE COMMUNITY

INDICATORS	EVIDENCE
<p>Educators, co-ordinators and the educational leader seek out and build new community partnerships in response to the perspectives, priorities and strengths of the children and families at the service, including the changing support and transition needs of children and including at the direct request of families if appropriate</p>	
<p>Community partnerships contribute to a culture of inclusiveness and sense of belonging at the service.</p>	
<p>The service demonstrates a commitment to building and sustaining reciprocal relationships with community groups, including mutually beneficial partnerships that make connections with local Elders and give back to the community.</p>	

QUALITY AREA 7: Governance and Leadership

- Governance
- Leadership

Quality Standard 7.1: Governance

EXCEEDING THEME ONE: PRACTICE IS EMBEDDED IN SERVICE OPERATIONS

INDICATORS	EVIDENCE
Educators, the educational leader, and co-ordinators demonstrate a deep understanding of the requirements of the standard, concepts and the component elements, and a commitment to high quality practice at all times	
Well established governance arrangements and administrative systems consistently support the operation of a high quality service and drive continuous quality improvement	
Educators, co-ordinators and those with management responsibilities are able to discuss and demonstrate how the service's management systems support proactive risk management and drive continuous improvement, for example in relation to Recruitment and staff selection	
Educators, co-ordinators and those with management responsibilities are able to discuss and demonstrate how the service's management systems support proactive risk management and drive continuous improvement, for example in relation to responding to and learning from incidents, complaints and feedback from families	
Educators, co-ordinators and those with management responsibilities are able to discuss and demonstrate how the service's management systems support proactive risk management and drive continuous improvement, for example in relation to Maintaining up-to-date records that support effective service provision	

EXCEEDING THEME ONE: PRACTICE IS EMBEDDED IN SERVICE OPERATIONS

INDICATORS	EVIDENCE
<p>Educators, co-ordinators and those with management responsibilities are able to discuss and demonstrate how their daily practice is underpinned by the service’s statement of philosophy and how they are involved in reviewing the statement regularly</p>	
<p>Persons with management responsibilities are able to discuss and demonstrate how the statement of philosophy underpins service operations, and explain how it was developed and how and when it is reviewed</p>	
<p>The guiding principles of the National Law (see section 3 of the Law) are reflected in and consistently enacted through the service’s statement of philosophy</p>	
<p>The service’s policies and practices on recruitment and retention of staff reflect the diversity of the local community</p>	
<p>All members of the service team, including relief staff, understand and are able to articulate their roles and responsibilities, including in relation to each other, children, and families, and the service’s decision-making processes</p>	
<p>Across the service, observed and discussed governance and administrative arrangements align with systems, documented policies, procedures and records.</p>	

EXCEEDING THEME 2: PRACTICE IS INFORMED BY CRITICAL REFLECTION

INDICATORS	EVIDENCE
Any change to the service's approach to governance is understood by all and implemented appropriately	
Educators, co-ordinators and those with management responsibilities critically reflect on the statement of philosophy, individually and together, to ensure it aligns with the service's current purpose, priorities, and approach to practice, and make changes where required to strengthen alignment and drive continuous improvement	
Educators, co-ordinators and those with management responsibilities engage in regular reviews of systems, policies and procedures to ensure they are effective, align with quality practice, are responsive to feedback identified through the service's risk management and quality improvement systems, and support consistent, high quality practice across the service	
Educators, co-ordinators and those with management responsibilities are aware of and able to discuss the service's governance and decisionmaking processes and how these align with professional standards and contribute to continuous quality improvement	
The service supports and enables all members of the service team to provide feedback on opportunities to strengthen governance and administrative systems, including decision-making processes, and this feedback is respectfully considered	
Change processes are managed sensibly and collaboratively with key stakeholders and the rationale for change is clearly communicated.	

EXCEEDING THEME 3: PRACTICE IS SHAPED BY MEANINGFUL ENGAGEMENT WITH FAMILIES AND/OR THE COMMUNITY

INDICATORS	EVIDENCE
<p>Governance of the service reflects the unique geographical, cultural and community context of the service</p>	
<p>Governance of the service welcomes, reflects and draws on the voices, priorities and strengths of the children and families at the service</p>	
<p>Educators, co-ordinators and those with management responsibilities actively support families and the community to meaningfully engage with the service philosophy, policies and procedures, and to provide feedback and contribute to regular reviews</p>	
<p>Educators, co-ordinators and those with management responsibilities actively support families and the community to understand the roles and responsibilities of members of the service team and how to engage with the service's feedback processes</p>	
<p>The service supports and enables families and the community to provide feedback on governance arrangements and administrative systems, including decision-making and feedback processes</p>	
<p>Governance and administrative arrangements contribute to a culture of inclusiveness and a sense of belonging at the service and suit the unique context of the service.</p>	

Quality Standard 7.2: Leadership

EXCEEDING THEME ONE: PRACTICE IS EMBEDDED IN SERVICE OPERATIONS	
INDICATORS	EVIDENCE
Educators, the educational leader, and co-ordinators demonstrate a deep understanding of the requirements of the standard, concepts and the component elements, and a commitment to high quality practice at all times.	
Effective leadership builds and consistently promotes a positive organisational culture and professional learning community that supports all members of the service team to develop as professionals and contribute meaningfully to quality improvement processes	
Effective leadership builds educator capacity by supporting educators through ongoing professional development opportunities, for example mentoring.	
All members of the service team are able to explain how the service's performance evaluation process consistently supports their learning and development goals and growth as professionals, including how a tailored professional development plan provides a focus for continuous performance improvement	
All members of the service team are able to discuss and demonstrate how they actively participate in the service's ongoing self-assessment and quality improvement process, and how this process drives continuous improvement in service quality and enhances outcomes for children and families.	
The educational leader is able to discuss and demonstrate how they are supported by the service's leadership team and work collaboratively with educators to effectively lead the development of the curriculum and set high expectations for teaching and learning.	
Educators are able to discuss and demonstrate how they are supported by the educational leader to learn and grow in their professional practice, and how they work with the educational leader to consistently deliver an educational program that sets high expectations for each child's learning.	

EXCEEDING THEME ONE: PRACTICE IS EMBEDDED IN SERVICE OPERATIONS

INDICATORS	EVIDENCE
<p>Across the service, observed and discussed quality improvement processes align with the service’s Quality Improvement Plan and with other supporting documentation, including individual professional development plans for staff members</p>	

EXCEEDING THEME 2: PRACTICE IS INFORMED BY CRITICAL REFLECTION

INDICATORS	EVIDENCE
<p>The service’s approach to leadership reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection and past incidents</p>	
<p>The service’s approach to leadership is informed by current recognised guidance on leadership that supports the operation of a quality service.</p>	
<p>Any changes to the service’s approach to leadership is understood by all and implemented appropriately</p>	
<p>The leadership team regularly reflects on the service’s quality improvement processes and makes changes where opportunities are identified to enhance outcomes for the service team, children and families.</p>	
<p>All members of the service team regularly reflect on their own learning and professional development goals and opportunities to strengthen their performance and practice, and share their insights through informal and formal performance discussions to support alignment of expectations and goals</p>	

EXCEEDING THEME 2: PRACTICE IS INFORMED BY CRITICAL REFLECTION

INDICATORS	EVIDENCE
<p>All members of the service team systematically reflect, individually and as a team, on service performance in relation to the National Quality Standard, focus areas identified in the Quality Improvement Plan, and goals for teaching and learning to ensure the service is meeting its own and the regulatory system's expectations for high quality and continuous improvement.</p>	
<p>The service supports and enables all members of the service team to provide feedback on quality improvement processes and this feedback is respectfully considered.</p>	
<p>Change processes are managed sensitively and collaboratively with key stakeholders and the rationale for change is clearly communicated.</p>	

EXCEEDING THEME 3: PRACTICE IS SHAPED BY MEANINGFUL ENGAGEMENT WITH FAMILIES AND/OR THE COMMUNITY

INDICATORS	EVIDENCE
<p>Leadership at the service reflects the unique geographical, cultural and community context of the service</p>	
<p>Leadership at the service welcomes, reflects and draws on the voices, priorities and strengths of the children and families at the service.</p>	
<p>Educators, co-ordinators and those with management responsibilities support families and the community to participate meaningfully in the service's quality improvement processes, including the development and review of the Quality Improvement Plan</p>	

EXCEEDING THEME 3: PRACTICE IS SHAPED BY MEANINGFUL ENGAGEMENT WITH FAMILIES AND/OR THE COMMUNITY

INDICATORS	EVIDENCE
<p>Educators, co-ordinators and those with management responsibilities support families and the community to understand the role of the educational leader in relation to their own child’s participation in the service, and regularly invite them to discuss their own goals and expectations for their child’s learning to inform the educational program.</p>	
<p>The service supports and enables families and the community to provide feedback on quality improvement processes, and this feedback is actively considered as part of the regular cycle of self-assessment that supports continuous quality improvement.</p>	
<p>The service builds and maintains community partnerships that strengthen the professional learning community and support continuous quality improvement, enhancing outcomes for children, families, and the service team.</p>	
<p>Quality improvement processes contribute to a culture of inclusiveness and a sense of belonging at the service and suit the unique context of the service.</p>	



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