

### **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.

### **1.2.1** 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.

## **1.3.1** 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.

### **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.

## **2.2.1** 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.

## **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.

### **3.2.1** 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.

### **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.

### **4.2.1** 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.

## 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.

## 5.2.1

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.

## 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.

## 6.2.1

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 local community.

## **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.

### **7.2.1** 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.