

## C29. NATIONAL QUALITY FRAMEWORK

Content:	Illawarra Aboriginal Corporation Policies and Procedures
Version:	1.0
Section:	Childcare
Applies To:	Board, Management and Staff of all IAC Childcare Services
Date:	May 2014 (Review May 2017)

### Background and Purpose

The IAC's Childcare policies articulate our aims, goals and philosophies in caring for children in our long day care and preschool services. They explain how the IAC works with its management, staff and other agencies to ensure that our children are afforded the best and most appropriate care and that we meet all of the requirements of NSW Department of Education & Communities.

### Principle

The IAC recognises and understands the importance of caring for and educating our children based on the standards in the National Quality Framework and using the Early Years Learning Framework.

The IAC will ensure that it meets the requirements of the Children (Education and Care Services) Supplementary Provisions Regulation 2012 and other legislation in regard to providing services that best meet the needs of our children.

### Educational program and practice

Our educational program and practice is stimulating, engaging and enhances children's learning and development.

### Curriculum

*The Early Years Learning Framework informs the development of a program for each child that enhances their learning and development.*

- The Early Years Learning Framework guides curriculum decision making and enables each child's learning in the five outcomes:
  - ◊ children have a strong sense of identity
  - ◊ children are connected with and contribute to their world
  - ◊ children have a strong sense of wellbeing
  - ◊ children are confident and involved learners
  - ◊ children are effective communicators
- Curriculum decision making is informed by the context, setting and cultural diversity of the families and the community

### Flexible programs

*Our program for each child takes into account their strengths, capabilities, culture, interests and experiences.*

- Each child's current knowledge, ideas, culture and interests provide the foundation for the program
- Every child is supported to participate in the program
- Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluating children's learning
- Critical reflection and evaluation of children's learning and development, both as individuals and in groups, is used as a primary source of information for planning and to improve the effectiveness of the program and teaching strategies

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### Children's Health & Safety

Every child's health and wellbeing is safeguarded and promoted.

#### Health

*Each child's health is promoted.*

- Each child's health needs are supported
- Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation
- Effective hygiene practices are promoted and implemented
- Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines

#### Healthy eating & Activity

*Healthy eating and physical activity are embedded in the program for children.*

- Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate to the age of the child
- Physical activity is promoted through planned and spontaneous experiences and is appropriate to the age of the child

#### Child protection

*Each child is protected.*

- Children are adequately supervised at all times
- Reasonable steps are taken to identify and manage risks, and every reasonable precaution is taken to protect children from harm and hazards
- Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented
- Action is taken to respond to every child at risk of abuse or neglect

### Physical Environment

The physical environment is safe, suitable and provides a rich and diverse range of experiences which promote children's learning and development.

#### Design and location

*The design and location of the premises is appropriate for the operation of a service.*

- Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose
- Premises, furniture and equipment are safe, clean and well maintained
- Outdoor spaces include natural elements and materials which allow for multiple uses
- Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space

#### A learning environment

*The environment is inclusive, promotes competence, independent exploration and learning through play.*

- Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments
- Resources, materials and equipment are sufficient in number and organised in ways that ensure appropriate and effective implementation of the program

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### Staffing Arrangements

Staffing arrangements create a safe and predictable environment for children & support warm, respectful relationships. Qualified and experienced educators and coordinators encourage children's active engagement in the learning program. Positive relationships among educators, coordinators and staff contribute to an environment where children feel emotionally safe, secure and happy.

### Caring & Supportive staff

*Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.*

- Educators, coordinators & staff to child ratios (including meeting requirements for qualified educators) are maintained at all times

### Staff skills and knowledge

*Educators, coordinators and staff have the skills and knowledge to support children's learning, health, safety and wellbeing.*

- Educators, coordinators and staff demonstrate the awareness, attitudes, knowledge and skills required to provide an environment where diversity and difference are acknowledged, valued and respected
- Educators and coordinators are focused, active and reflective in planning and delivering the program to each child
- The performance of educators, coordinators and staff is evaluated and individual development plans are in place to support performance improvement

### Respect and Ethics

*Educators, coordinators and staff are respectful and ethical.*

- Professional standards guide practice, interactions and relationships.
- Actions are aligned with the statement of philosophy that guides our operation
- Educators, coordinators and staff work collaboratively & affirm, challenge, support & learn from each other to further develop their skills, to improve practice and relationships.
- Interactions convey mutual respect, equity and recognition of each other's strengths and skills

### Relationships with children

Relationships that are responsive, respectful and promote children's sense of security and belonging free them to explore the environment and engage in learning.

### Respectful relationships

*Respectful and equitable relationships are developed and maintained with each child.*

- Interactions with each child are warm, responsive and build trusting relationships
- Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning

### Group relationships

*Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.*

- Every child is supported to work with, learn from and help others through collaborative learning opportunities
- Each child is supported to understand how their own actions affect others

### Effective behaviour guidance

*Each child's behaviour, interactions and relationships are guided effectively.*

- Behaviour guidance strategies preserve the dignity and rights of the child at all times
- Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others, and communicate effectively to resolve conflicts

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### Collaborative Partnerships

Collaborative relationships with families are fundamental to achieve quality outcomes for children. Community partnerships that focus on active communication, consultation and collaboration also contribute to children's learning and wellbeing.

### Relationships with Families

*Respectful, supportive relationships with families are developed and maintained.*

- There is an effective enrolment and orientation process for families
- Families have opportunities and support to be involved in the program and our activities
- Families have opportunities to influence and shape the service, to review service policies and contribute to service decisions

### Supporting families

*Families are supported in their parenting role and their values and beliefs about child rearing are respected.*

- The expertise of families is recognised and they share in decision making about their child's learning and wellbeing
- Information is available to families about community services and resources to support parenting and family wellbeing

### Collaborating with providers

*We collaborate with other organisations to enhance children's learning and wellbeing.*

- Links with relevant community and support agencies are established and maintained
- Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities
- Access to inclusion and support assistance is facilitated

### Community Participation

*We participate in the community.*

- We participate in the community and show respect for families and communities
- We are involved in appropriate community projects and events
- We take an active role in caring for our environment and contribute to a sustainable future

### Leadership & Management

Effective leadership contributes to sustained quality relationships and environments that facilitate children's learning and development. Well documented policies and practices that are developed and regularly evaluated in partnership with educators, coordinators, staff and families contribute to the ethical management of the service. There is a focus on continuous improvement.

### Effective leadership

*Effective leadership promotes a positive organisational culture and builds a professional learning community.*

- A suitably qualified and experienced educator or coordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning
- There is continuity of educators and coordinators at the service

### Continuous Improvement

*There is a commitment to continuous improvement.*

- A statement of philosophy is developed which guides all aspects of the service's operation
- An effective planning and evaluation process is in place that guides service operation and programs and enables the identification and delivery of ongoing improvement initiatives
- The induction of educators, coordinators and staff is comprehensive

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### Leadership & Management (cont)

#### Quality Systems

*Management and administrative systems enable the effective provision of a quality service.*

- Administrative systems and communication channels are established and maintained to ensure the effective operation of the service
- Our practices are based on effectively documented policies and procedures that are available and reviewed regularly
- Records and information are stored to ensure confidentiality, are available from the service and maintained in accordance with legislative requirements
- Appropriate governance arrangements are in place to manage the service
- The Regulatory Authority is notified of any significant changes in relation to the leadership and management or operation of the service

#### Fit and Proper Adults

*Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.*

- The provider, including managing bodies, any nominated supervisor engaged to be a manager (on and off-site) demonstrates their fitness and propriety
- The provider takes reasonable steps to ensure the fitness and propriety of educators, coordinators and staff

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### COMPLIANCE

*This policy complies with:*

- Children and Young Persons (Care and Protection) Act 1998
- Children (Education and Care Services) Supplementary Provisions Regulation 2012

### Leadership & Management (cont)

#### Grievances and complaints

*Grievances and complaints are managed effectively.*

- Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner
- The Regulatory Authority is notified of complaints which allege a breach of legislation or a serious incident

#### Information Exchange

*Information is exchanged with families on a regular basis.*

- Current information about the service is available to families
- Information is available to families about their child which includes documentation of the child's learning, development and participation in the program
- Information provided by families is documented as appropriate

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### REFERENCES

*This policy should be read with:*

- Children (Education and Care Services) Supplementary Provisions Regulation 2012
- All other childcare policies