

IN THE FAIR WORK COMMISSION

Matter No.: B2023/538
Re Application by: Application by UWU, AEU and IEUA re Early Childhood Education and Care Sector for a Supported Bargaining Authorisation

STATEMENT OF Paul Mondo

I, Paul Mondo of 63-69 McNamara Ave Airport West Vic 3042 state that this statement is true and correct to the best of my knowledge and belief:

Background

1. I have operated in the Early Childhood Education and Care Sector (**ECEC**) as an owner of long day care centres for 18 years.

Australian Childcare Alliance

2. I am the President of the Australian Child Care Alliance (**ACA**) which operates with a board (Australian Childcare Alliance National Committee) comprising representatives from each of the State based ACA bodies. I am also a committee member of ACA Victoria. I have been on the ACA Victoria committee for 15 years and either secretary or president of the national committee for 8 years.
3. ACA is the peak body in the ECEC sector. It is a not-for-profit, member based, and member funded organisation. It has a national membership base of approximately 3,000 members that are predominately private long day care owners and operators.
4. ACA is supported by state associations which report to ACA on state related issues and assist the federal body in furthering its objectives of quality, affordable and accessible long day care and kindergarten/preschool.
5. My duties as the President of ACA include managing the organisation together with the board and leading the formulation and advocacy of policy concerning the delivery of and funding for the provision of quality childcare services in the ECEC sector.

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6. A large part of this role includes advocating directly to State Governments and the Commonwealth on a range of key issues and I have participated on a number of advisory groups including:
- (a) Early Childhood Education and Care Reference Group (ECECRG) Federal Department of Education (Current);
 - (b) ECE Stakeholder Committee (Victorian Department of Education) Current;
 - (c) Best Start Best Life Technical Advisory Group (Vic Government preschool reform) Current;
 - (d) Three-Year-Old Kindergarten Advisory Group (Vic Government three-year-old kinder) (Complete); and
 - (e) Child Care Subsidy Implementation Advisory Group (Complete).
7. I provide support to other State policy initiatives through direct and indirect advocacy and consultation.
8. My role at ACA allows me to apply my professional experience as an ECEC provider to inform better policy outcomes whilst having a strong understanding of the ECEC policy landscape at a Commonwealth level and in each State in Australia.
9. Furthermore, ACA has acted to support its members in industrial relations matters which I have been heavily involved in. This includes recent cases involving Equal Remuneration, Work Value and 4 yearly review of relevant modern awards.

Early Childhood Education and Care Sector

10. There are approximately 16,000 ECEC approved services operating in Australia.
11. These centres operate under the National Quality Framework (**NQF**) and are comprised of:
- (a) Long Day Care Centres;
 - (b) Preschool/Kindergarten Centres;
 - (c) Outside School Hours Care; and
 - (d) Family Day Care.
12. I understand that the current application concerns long day care centres which make up the overwhelming majority of centres in the ECEC sector.

Types of employees

13. Most long day care centres, have a variety of education and care roles which may include:

Job titles used in the industry	Category of Employee	Comment
<ul style="list-style-type: none"> • Cook 	Cook	<p>The cook may also be an educator themselves in some centres. The cook is responsible for planning the menu generally three meals a day which is morning tea, afternoon tea and lunch. Cooks in some services may be responsible for serving breakfast or preparing breakfast beyond that they need to manage their kitchen; they need to do stock ordering and are responsible for the operation and cleanliness of the kitchen.</p> <p>At a practical level the cook plays a role in ensuring children's individual dietary needs are met with focus on allergies etc.</p>
<ul style="list-style-type: none"> • Certificate III Level Educators • Assistant Educators 	Educator (could be a room leader)	<p>These employees assist a Room Leader to carry out day-to-day functions of running a room of children at a centre providing care and development largely through a play-based program.</p>
<ul style="list-style-type: none"> • Diploma Level Educators 	Educator (could be a room leader)	<p>An Educator with a diploma (or working towards a diploma) is often highly qualified and experienced. These diploma courses are often more tailored to the work required in a long day care centre.</p> <p>An employee with a diploma qualification could be an Educator or a Lead Educator depending on experience and skill.</p>

<ul style="list-style-type: none"> • Early Childhood Teachers (Teacher) 	<p>Educator or Teacher (could be a room leader)</p>	<p>Employees with university teaching qualifications will often undertake similar activities to an Educator but will also be more involved in engaging and interacting with children so they can scaffold their learning via conversation and then document that learning in a way that can be reported back to parents as part of the ongoing cycle of assessment and engaging with parents through that process. Teachers play the key role in a kindergarten program and the preparation for transition to school.</p>
<ul style="list-style-type: none"> • Educational Leader • Lead Educator 	<p>Lead Educator</p>	<p>The Educational Leader of a service plays a significant role in guiding and developing fellow Educators and parents understanding about play and leisure-based learning.</p> <p>This employee is generally experienced and either diploma qualified or a teacher who is highly skilled and passionate about supporting pedagogical practice in a centre.</p>
<ul style="list-style-type: none"> • Assistant Director <p>2IC</p>	<p>Management</p>	<p>Second in charge (or 2IC) to the Nominated Supervisor, generally either a diploma qualified Lead Educator or a Teacher. This role may be fully non-contact or split between working directly with children and non-contact activities.</p>
<ul style="list-style-type: none"> • Nominated Supervisor • Director • Manager • Service Director 	<p>Management</p>	<p>Approved providers must determine if a person is suitable to be a Nominated Supervisor.</p> <p>Each Nominated Supervisor must successfully complete child protection training if required in their jurisdiction.</p> <p>Information on the requirements to be appointed a Nominated Supervisor is included in the 'Responsible person' requirements for an Approved Provider.</p>

<ul style="list-style-type: none"> • Owner • Approved Provider • Licensee 	<p>Owner</p>	<p>The term 'Approved Provider' means a person who has obtained provider approval by ACECQA which is a prerequisite to operating one or more approved education services in Australia. The approved provider is legally responsible for compliance with the National Law and National Regulations.</p>
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14. In practice, all employees below management level are called 'educators' or teachers.
15. If an educator is working in a room dedicated to children from birth to 12 months their day could include the basic care, safety and wellbeing outcomes for the children commencing with settling the child when first separated from their parent and then responding to verbal and physical cues for changing nappies, feeding, managing sleep routines and the educational layer concerns observing, assessing and responding to children's developmental outcomes.
16. If the educator is working in a room dedicated to older children, their day will involve making sure that the room is set up for play activities that are age appropriate and through that play-based model assessing the developmental challenges or progress of each particular child.
17. For older children a typical day is a little different because these children are far more independent, and staff need to make sure that children are encouraged to be independent in their toileting and personal care practices. Children by this age tend to be in a pretty consistent routine so they have their meal times at similar times throughout that day and the embedding of play and pedagogy is deeper at this stage so there is more capacity for open play.
18. In Victoria, New South Wales and Queensland the year before school is delivered in long day care centres as compared to standalone preschools which is the alternative but in Western Australia and Tasmania the official year before formal schooling is delivered as part of the State school system. For kindergarten children the focus is on preparing them for the transition to school with increasing structure and regime around their activities.

Regulation - National Law

19. The Education and Care Services National Law Act 2010 (**National Law**) and Education and Care Services National Regulations 2011 (**National Regulations**) outline the legal obligations that apply to long day care centres. They explain the powers and functions of the State and Territory regulatory authorities and the Australian Children's Education and Quality Care Authority (**ACECQA**).
20. Long day care in Australia is also regulated by the National Quality Framework for Early Childhood Education and Care (**NQF**). The NQF provides a national approach to regulation, assessment and quality improvement for early childhood education and care across Australia. Western Australia operates under its own regulation although this is very similar to the NQF.
21. The National Quality Standard (**NQS**) (set out in **Annexure A**) sit behind the NQF and sets a national benchmark for early childhood education and care services in Australia.
22. The NQS has 7 key quality areas that are important to outcomes for children. Services are assessed and rated by ACECQA against the NQS and given a rating for each of the 7 quality

areas and an overall rating based on these results.

23. The 7 quality areas are:
- (a) Quality Area 1 - Educational program and practice;
 - (b) Quality Area 2 - Children's health and safety;
 - (c) Quality Area 3 - Physical environment;
 - (d) Quality Area 4 - Staffing arrangements;
 - (e) Quality Area 5 - Relationships with children;
 - (f) Quality Area 6 - Collaborative partnerships with families and communities; and
 - (g) Quality Area 7 – Governance and leadership.
24. The NQS contains 15 standards with two or three standards in each quality area. These standards are high-level outcome statements which are to be achieved. Under each standard sit elements that describe the outcomes that contribute to the standard being achieved. There are 40 elements in total.

Quality Area 1- Educational program and practice

25. The Early Years Learning Framework (**EYLF**) describes the principles, practices and outcomes that support and enhance young children's learning from birth to five years of age, as well as their transition to school. This is the framework that educators must use when planning and delivering an educational program for birth to 5-year-old children. The EYLF is the childcare version of a school curriculum, though they are not curriculum based like a school but rather based on outcomes and delivery. For example, the EYLF sets out principles in broad terms where a school curriculum is much more specific.
26. For example, the EYLF describes a “vision” of children’s learning, characterised by:
- (a) *Belonging* — recognising that knowing where and with whom you belong is integral to human existence, providing a basis for children’s interdependence and relationships with others
 - (b) *Being* — recognising and valuing the “here and now” in children’s lives, and viewing childhood as more than simply preparation for adulthood or for the future
 - (c) *Becoming* — recognising the rapid and significant learning and development that occurs in the early years, and the capability and potential of all children.

Programming at centres

27. Typically at centres, all employees are involved in programming and documentation of a child’s learning called ‘observations’.
28. Lead educators (who are Diploma qualified) generally implement a program.

29. Typically at centres, the following activities form part of the program:
- (a) art, craft and painting;
 - (b) outdoor play;
 - (c) gross motor skills including play dough and colouring; and
 - (d) role playing (e.g.; pretending to be doctors or firemen etc.).
30. All employees write up observations about the children. At some centres this is done on a paper basis but increasingly each room has an iPad or tablet that the employees use to take photos and make basic notes/observations about the day.
31. Observations might be noting that a child needs to work on their balance or that they enjoyed the cooking activity in that day's program.

Quality Area 2 - Children's health and safety

32. The health and safety of children at centres is paramount and in order to ensure the children are best cared for, centres typically operate a number of policies including:
- (a) Administering First Aid Policy;
 - (b) Asthma Policy; and
 - (c) Biting Management Policy.
33. All staff are equally responsible for ensuring the health and safety of the children. Each of the diploma qualified educators as well as the qualified teachers all play the same role in taking the responsibility for this element.
34. For example, all educators (including teachers and Directors) must:
- (a) ensure they have a working with children check;
 - (b) ensure the play area is free from hazards;
 - (c) comply with food safety and hygiene standards;
 - (d) respond to medical incidents;
 - (e) maintain the illness register;
 - (f) monitor and maintain children immunisation records;
 - (g) ensure areas are clean and hygienic;
 - (h) carry out maintenance checks on equipment, water, the building; and
 - (i) carry out or conduct training for other staff on emergency procedures and fire safety.

Quality Area 3 - Physical environment

35. There are a number of standards that apply to the physical environments that Long Day Care providers must comply with and centres are assessed by the relevant State regulatory authority prior to commencing service.
36. For example, this would usually involve:
- (a) check lighting, ventilation, landscaping;
 - (b) comply with the floor space per child requirements under the regulations;
 - (c) comply with the outdoor environment guidelines/regulations for active and safe play;
 - (d) check the layout of the centre as well as the number of toilets and change tables;
 - (e) check food preparation areas;
 - (f) check sleeping areas;
 - (g) check security systems; and
 - (h) update and confirm the building is kept in a well maintained and high standard.

Quality Area 4 - Staffing arrangements

The aim of Quality Area 4 under the NQS is to ensure the provision of qualified and experienced educators, coordinators and nominated supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.

37. The NQS affects the ability to organise staff. Quality Area 4 relates to staffing arrangements including educator-to-child ratios and qualifications requirements of educators. Educator-to-child ratios are different according to the age of the children.
38. Educator-to-child ratios differ across each State and Territory of Australia:

Age of children	Educator to child ratio	State Applicability
Birth to 24 months (0-2yrs)	1:4	All States and Territories

Over 24 months and less than 36 months (2yrs - 3yrs)	1:5	All States and Territories excluding VIC
	1:4	VIC
Over 36 months up to and including preschool age (over 3yrs - 4yrs)	1:11	ACT, NT, QLD, VIC
	1:10	NSW
	1:10 for centre-based Services other than a Preschool 1:10 for disadvantaged Preschools 1:11 for preschools other Than a disadvantaged Preschool	SA
	1:10 2:25 for children attending a preschool program	TAS
	1:10	WA
Children over preschool age	1:15	NT, QLD, SA, TAS, VIC
	1:15	NSW – applies 1 October 2018
	1:11	ACT

	1:13 (or 1:10 if kindergarten children are in attendance)	
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Educator qualifications

39. Rule 126 of the National Regulations also prescribes that:
- (i) at least 50% of educators in a centre-based service who are required to meet the relevant educator-to-child ratios for the service, must have, or be actively working towards, at least an approved diploma level education and care qualification (**the 50% qualification requirement**); and
 - (j) all other educators who are required to meet the relevant educator-to-child ratios for the service must have, or be actively working towards, at least an approved certificate III level education and care qualification.

40. The practical effect of the regulatory requirements means that centres must carefully manage their staffing numbers to ensure that they always meet the legislative requirements.

Rostering

41. In long day care centres the rosters must comply with the prescriptive regulatory ratio and qualification requirements outlined above.

42. Typically at centres, the following methodology is used to determine a roster:

- (a) Each room contains a different age group of children. Firstly, each room has a room leader.
- (b) The operator will need to ensure that the 50% qualification requirement is met by ensuring there is an appropriately qualified person in each room.
- (c) The operator will consider the number of staff needed to relieve the other staff for their lunch breaks, tea breaks, off the floor programming time to ensure that all times of day the 50% qualification requirement is satisfied. Centres are required to replace staff over lunch with employees of the same status (i.e. diploma for diploma, educator for educator) to ensure compliance.
- (d) The operator will ensure that there are adequate staff to support the room leader in each room and consider how many staff may be required depending on the room, the age of the children, any special needs and the regulated ratio requirements.
- (e) An operator will consider whether they have any additional needs children² which may require ratios to be increased. Typically it is likely that there will be at least one child with additional needs in a centre.
- (f) The operator will need to estimate how many children will arrive each day and what times of day will have peak periods. They will then ensure the regulatory ratios of staff to children are satisfied during these times. This is centre-specific.
- (g) Most operators will work to ensure consistency of rostering, so the same educators

are working with the same children.

- (h) Casual staff will usually be rostered last and as a response to:
 - (i) peak periods;
 - (ii) permanent staff taking personal/carer's leave or annual leave;
 - (iii) permanent staff taking extended leave without pay or parental leave;
 - (iv) permanent staff being relieved of their duties for breaks or reaching the end of shift before the centre closes;
 - (v) diploma and Traineeship regulation study periods (2-3 hours);
 - (vi) the site's diploma requirements not being met;
 - (vii) the site's ratio requirements not being met; and
 - (viii) the site's inclusion support requirements not being met.
43. This is a typical process in long day care centres, noting that the process may vary from centre to centre having regard to:
- (a) the services offered by a centre;
 - (b) the size of a centre; and
 - (c) the balance of age of the children at the centre (more babies etc).

Quality Area 5 - Relationships with children

44. The aim of Quality Area 5 under the NQS is to promote relationships with children that are responsive, respectful and promote children's sense of security and belonging. Relationships of this kind enable children to explore the environment and engage in play and learning.
45. All educators must actively participate in 'making children feel secure, confident and included' but any assessment of these cultural values or tests in respect of a centres ability to include children would rest with the centre director or operator.

Quality Area 6 - Collaborative partnerships with families and communities

46. The aim of Quality Area 6 under the NQS is to recognise that collaborative relationships with families are fundamental to achieving quality outcomes for children and that community partnerships that are based on active communication, consultation and collaboration are also essential.
47. Quality Area 6 of the NQS also prescribes the importance of developing and maintaining respectful, supportive relationships with families.
48. Families entrust the care of their children with our educators when they are unable to look after their children themselves. It is extremely important that all educators develop relationships with families and for there to be a consistent dialogue between the educator and the family about the child, such as if the child hasn't slept well, if the child has eaten or not, whether the child is sick or not.

49. Consistency of care is also important in relation to developing and maintaining relationships with the families of the children. Consistency of care is often created from a centre that has more reliable, consistent (and generally permanent) staff members.

ACECQA

50. Long Day Care centres are rated by ACECQA on consistency of care. All services approved under the National Law are assessed and rated by their State or Territory regulatory authority.
51. Services are assessed against the 7 Quality Areas of the NQS (including staffing arrangements and consistency of care) and given an overall rating based on these results. The ratings are:
- (a) Excellent rating;
 - (b) Exceeding National Quality Standard;
 - (c) Meeting National Quality Standard;
 - (d) Working Towards National Quality Standard; and
 - (e) Significant Improvement Required.

Childcare Subsidy

52. While centres set their rates based on the nature and quality of their service and the markets they operate in, all centres are funded through the Childcare Subsidy which commenced operation in 2018. On July 10, 2023 there are further changes to the Childcare Subsidy under the Governments 'Cheaper Childcare' Legislation resulting in increased subsidies for families recognising the rising costs of high quality ECEC for families.
53. The Childcare Subsidy is based upon:
- (a) household income that will determine the percentage of the subsidy families are eligible for; and
 - (b) activity test (according to the workforce participation) will determine the number of hours of subsidised care per fortnight.
54. The Childcare Subsidy is paid directly to centres to offset a family's fees. The family then pays a gap fee to the centre.
55. The Childcare Subsidy is determined using an hourly rate which is capped. Approximately three quarters of services sit below the hourly cap rate. Services in metropolitan Melbourne and Sydney are more likely to be at or above the hourly cap rate due to higher expenses.
56. While this is the primary form of funding the various States also provide additional funding for kindergarten hours while a child is preparing to transition to school. This funding is State specific.

About my Centre

57. I am a Director and shareholder of Mondo Corp Pty Ltd who operate Bimbi Early Learning and Kindergarten (**Bimbi**) who are named in the application for a supported bargaining authorisation in this matter.
58. The details for Bimbi are set out in the Table 1 below:

Table 1

Employer	Centre Name	Centre Address	Number of licensed placements in the centre	Number of rooms in the centre	Age profile of children in centre	Employee Numbers
Mondo Corp Pty Ltd	Bimbi Early Learning and Kindergarten	63-69 McNamara Ave Airport West Vic 3042	62	4	birth to 5	Director: 1 Educational Leader: 1 Room Leaders: 4 Teachers: 4 Educators: 6 Assistant Educators: 3 Cooks: 2

59. I am not aware whether any of the employees in Table 1 are members of a trade union.
60. Bimbi does not operate with an enterprise agreement. We pay a combination of award wages and over award wages to attract staff. We have not previously been attracted to pursuing an enterprise agreement as it would not have been funded by the Commonwealth. The attraction to pursuing an enterprise agreement through the supported bargaining stream is that I understand the Commonwealth will participate in the process and will fund the outcome.
61. The centre in Table 1 is regulated by the Education and Care Services National Law Act 2010 (**National Law**) and Education and Care Services National Regulations 2011 (**National Regulations**). The centre is also subject to State regulatory authorities and the Australian Children's Education and Quality Care Authority (**ACECQA**).
62. I have been provided with a copy of the application in this matter and understand that the application is proposed to cover employers and employees covered by the following description:
1. This application seeks that the Fair Work Commission make a supported bargaining authorisation in respect of a proposed agreement to cover:
 - a. the employers outlined in Schedule 1; and
 - b. the employees of the employers outlined in Schedule 1 who perform the following types of work in the early education and care (**ECEC**) sector:
 - a. Work covered by the *Childrens Services Award 2010* occurring in a long day care setting, but not including the following types of work or work performed in the following settings:
 - i. Adjunct care;
 - ii. A stand alone preschool or a kindergarten;
 - iii. Occasional care;
 - iv. Out of school hours care;
 - v. Vacation care;
 - vi. Mobile centres;
 - vii. Early childhood intervention programs; and
 - viii. Work covered by an enterprise agreement that has not reached its nominal expiry date, including:

1. *Bermagui Pre-School Co-Operative Society Ltd. Teachers' Agreement 2020* (AE509492)
2. *Gowrie Victoria Early Childhood Teachers Enterprise Agreement 2022*
3. *Victorian Early Childhood Teachers and Educators Agreement 2020*
4. *Victorian Early Educators Agreement 2020*
5. *Victorian Early Childhood Agreement 2021*

b. Work covered by the *Educational Services (Teachers) Award 2020* in a long day care setting, but not including the types of work or work performed in the settings outlined in 1(a)(i) – (viii) above; and

c. Work performed in the ECEC sector in a long day care setting including that of a qualified chef or cook.

63. The centre referred to in Table 1 above fits this definition because it:

- (a) operates in the ECEC sector;
- (b) is a long day care centre regulated under the National Quality Framework;
- (c) employs educators under the *Children Services Award 2010*;
- (d) employs teachers under the *Educational Services (Teachers) Award 2020*;
- (e) employs a cook; and
- (f) is funded as a long day care centre by the Commonwealth government through the Child Care Subsidy.

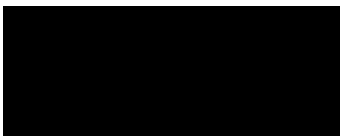
64. In the centre referred to in Table 1 the employees perform the work set out in **Annexure A**.

65. I have been involved in dialogue with the UWU, industry stakeholders and the Commonwealth Government over several months leading up to the application for a supported bargaining authorisation being made.

66. I along with the other members of the Australian Child Care Alliance have participated in a series meetings and communications sessions concerning being named in this application and I am aware that the application is seeking an authorisation to allow my company and others to negotiate for an enterprise agreement.

67. In this knowledge I have agreed to participate in this application and support the making of the authorisation to allow negotiations to occur.

68. I along with Mr Nigel Ward have been appointed as a bargaining representative by other employers who are members of the Australian Child Care Alliance subject to the application.



Paul Mondo

Date 28/7/2023

Annexure A

Director	Educational Leader	Room Leader	Teachers	Educators	Assistant Educator	Cook
<p>The Director is responsible for the overall management of the centre. The responsibilities of which may vary from centre to centre.</p> <p>Subject to their delegated authority this covers compliance with regulatory standards, staff management, liaising with families, managing childcare subsidy and the operational financial management of the centre.</p>	<p>The primary role of the education leader is to lead the development and implementation of educational programs in the centre. This involves design, implementation and review with broad ranging consultation and engagement with employees and parents.</p> <p>The educational leader can also be responsible for managing the inclusion of all children and assessing the professional development needs of educators and teachers</p>	<p>The room leader is a teacher or educator who through their experience and/or competency is the most senior person in the room and plays a leading role with the other staff in the room while still undertaking the role of an educator.</p> <p>The room leader is responsible for overseeing the educational program in their room including planning and setting up activities as well as observing and assessing children’s learning against the EYLF</p>	<p>Our teachers are qualified teachers work alongside our educators delivering the educational programs in the centre. Our teachers are particularly focussed on delivering three and four year old kindergarten programs including focussing on children transitioning to school.</p> <p>The teachers play a key role in applying a depth of pedagogical competence in the centre.</p>	<p>Our educators assist in the preparation, implementation and evaluation of our educational programs for the children within the rooms that they operate in. This will differ depending on the age of the children in the room.</p> <p>They will work with our children individually and must ensure the welfare and safety of the children they work with.</p>	<p>Our assistant educators play a support role working with and under the educator and room leader. They can be used as break cover or relief staff and can work across multiple rooms in any one day</p>	<p>Our cooks prepare three meals a day and a responsible for the planning of the meals along with the sourcing of ingredients and supplies for this.</p> <p>Our cooks play an important role in preparing food that meets the cultural and health needs of our children.</p>

NATIONAL QUALITY STANDARD



Concept		Descriptor
QA1		Educational program and practice
1.1	Program	The educational program enhances each child's learning and development.
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.2		Practice
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
1.3		Assessment and planning
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.
QA2		Children's health and safety
2.1		Health
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.
2.2		Safety
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.
QA3		Physical environment
3.1		Design
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.
3.2		Use
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.

Concept		Descriptor
QA4		Staffing arrangements
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.
4.2		Professionalism
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.
QA5		Relationships with children
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
QA6		Collaborative partnerships with families and communities
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.
6.2.3	Community engagement	The service builds relationships and engages with its community.
QA7		Governance and Leadership
7.1	Governance	Governance supports the operation of a quality service.
7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
7.2.3	Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.