

THE NATIONAL QUALITY FRAMEWORK and EARLY YEARS LEARNING FRAMEWORK

Preschool Matters Fact Sheet



ACT
Government
Education and Training



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National Quality Framework

Collaboratively implemented with all state and territory governments from 1 January 2012, the National Quality Framework (NQF) is part of the Australian Government's reform agenda for early childhood education and care services.

The NQF is underpinned by a regulatory framework known as the *Education and Care Services National Law* and *Education and Care Services National Regulations* and the *National Quality Standard*. This sets minimum requirements for education and care services and requires all providers to improve their services in seven Quality Areas.

These include:

- Educational program and practice
- Children's health and safety
- Relationships with children
- Partnerships with families and communities
- Service leadership and governance.

All approved services offering preschool programs are required to undertake a self assessment and develop a quality improvement plan. An assessment is conducted by the Children's Education and Care Assurance to determine a quality rating for the service.

Research shows quality service delivery positively impacts on children's learning and wellbeing.

The National Quality Framework provides families with accessible information to help them make informed choices about services.

Under the NQS there are specific regulations that strengthen parental engagement in preschool services. For example:

- Child assessments or evaluations are required to be documented in a way that is readily understandable by the parents of the child.
- Information about the educational program is to be kept available with the contents and operation of the program displayed in a place accessible for parents.
- Information about the educational program which details how the program relates to the child and the child's participation in the program is to be given to parents and copies of documentation in respect to the child are required to be kept.
- The provider must ensure that the education and care provided encourages children to express themselves, allows the development of self esteem, maintains the dignity and rights of children, gives positive guidance to behaviour and has regard to family and cultural values.
- Parents of a child must be able to enter the service at any time.
- The service policies and procedures available for families, and parents must receive notification of any changes to policies or procedures.
- The provider must ensure that a copy of the Law and Regulations is accessible to parents of children enrolled at the service.

A high quality preschool service is one in which children and their families are welcomed, included and supported to participate safely and effectively.

Further information:

ACECQA – <http://www.acecqa.gov.au>

ACT Education and Training Directorate <http://www.det.act.gov.au>

Belonging, Being and Becoming: The Early Years Learning Framework (EYLF) for Australia.

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Belonging, Being and Becoming – the Early Years Learning Framework for Australia (EYLF) is Australia’s first national framework for early childhood education.

The EYLF provides an opportunity for all early childhood educators across Australia to work towards:

- a clear focus on children’s learning and well being
- a shared language for early childhood curriculum
- a strong foundation for planning, promoting and assessing children’s learning
- continuous quality improvement in early childhood settings
- cultural security for Aboriginal and Torres Strait Islander children and their families
- inclusion of families and communities in children’s learning.

The EYLF guides curriculum decisions and supports children’s learning through the implementation of shared principles and practice. Fundamental to the EYLF are the ideas of Belonging, Being and Becoming. Designed to be used in partnership with families the EYLF conveys the highest expectations for all children’s learning from birth to five years, including transitions to school, through the following five Learning 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.

References

Australia Government Department of Education Employment and Workplace Relations (DEEWR) for the Council of Australian Government (2009). *Belonging, Being and Becoming: The Early Years Learning Framework (EYLF) for Australia.*