



PSC ALLIANCE

National Quality Framework Information Session

The Professional Support Coordinator (PSC) is an initiative funded by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) under the Inclusion and Professional Support Program.

Feedback and queries should initially be directed to the Professional Support Coordinator in your region. Further information can be sought by contacting DEEWR.

Professional Support Coordinators are contracted by the Australian Government to provide professional development, support and resources for child care services across Australia.

This includes supporting child care services with transition to the new National Quality Framework (NQF).

This NQF Foundational Session was developed by the PSCs and approved by DEEWR to deliver across Australia.



Session Outcomes

- Understand the major differences between the current process and the National Quality Framework
- Understand how the changes may effect your service and community
- Explore how current practice may complement the requirements of the new system

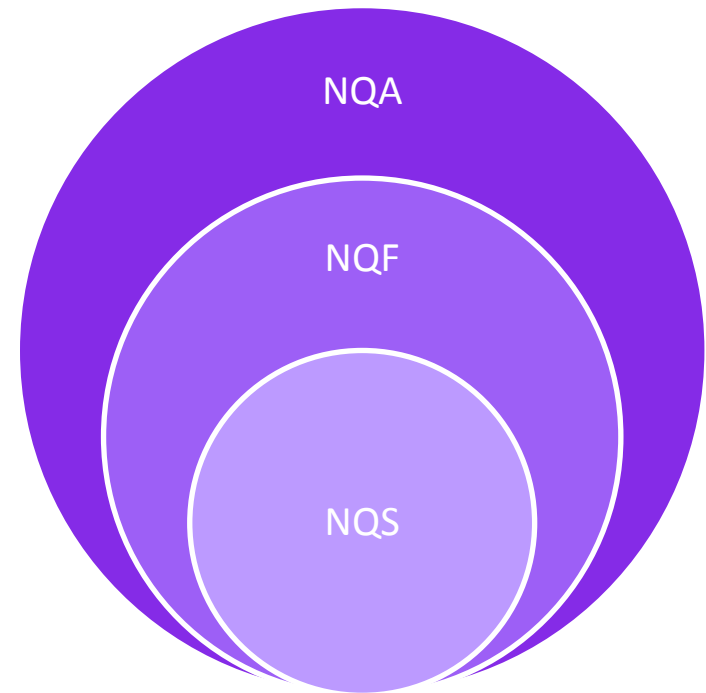


Why a National Quality Framework?

- Part of the National Quality Agenda
- National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care

What do all the acronyms mean?

- **NQA** (National Quality Agenda)
- **NQF** (National Quality Framework)
- **NQS** (National Quality Standards)



Who is covered?

- Long Day Care
- Family Day Care
- Out of School Hours Care
- Preschools

At this stage services such as Occasional Care and Mobiles are not covered by NQF

What does the NQF consist of?

- A new regulatory system and authority
- A new national body
- A National Quality Standard
- A new ratings system
- New Learning Frameworks
 - Early Years Learning Framework
 - Framework for School Age Care

NQS – 7 Quality Areas

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Leadership and service management

A Ratings System

A five point ratings scale

- **Excellent**
- **Advanced**
- **National Quality Standard**
- **Foundation**
- **Unsatisfactory**

New Regulatory System

- Single streamlined national regulatory system
- Replaces separate licensing and quality assurance processes

New National Body

- Australian Children's Education and Care Quality Authority. (ACECQA)
- Will be responsible for guiding the implementation of the integrated national regulatory system.

Approved Learning Frameworks

- Early Years Learning Framework
Belonging, Being, Becoming
- Framework for School Age Care
My Time, Our Place

Universal Access

- An Australian Government commitment to provide access to a quality, early childhood education program for all children by 2013

What does the NQF mean for children?

- Higher quality education and care
- Stronger relationships with educators
- Greater inclusion
- Consistency of programs
- Stronger management of programs which leads to better outcomes for children

What does the NQF mean for families?

- Continually improving service quality
- Clearer and comprehensive information about the quality of education and care at their service
- More information about what quality care looks like

What does the NQF mean for services?

- Better ratios
- More qualified co-workers
- Clearer understandings of quality
- Simplified licensing/regulation/accreditation
- New systems to learn

Key Changes – EYLF

- Standard 1.1
 - The Early Years Learning Framework (or other approved learning framework including Framework for School Age Care once approved) informs the development of a program for each child that enhances their learning and development

(National Quality Standard for Early Childhood Education and Care and School Age Care, pg 9)



Key Changes - Ratios

	Age group	Staff-to-child ratio	Timeframe for compliance
Long Day Care and Preschool	Birth to 24 months	1:4	1 January 2012
	25 to 35 months	1:5	1 January 2016
	36 months to school age	1:11	1 January 2016
	Mixed age groups	A proportional formula will be applied based on the above ratios	1 January 2012
Family Day Care	Mixed age groups of children	1 staff member to 7 children with a maximum of four children not yet attending school	1 January 2014
Outside School Hours Care	The National Quality Standard and ratings system will also apply to Outside School Hours Care but at this stage no changes to staff-to-child ratios or staff qualifications are proposed.		

Key Changes – Staff Qualifications

- At least 50% of educators in a service must have or be actively working towards a Diploma level education and care qualification by 2014
- Other educators must have (or be actively working towards) a Certificate III level education and care qualification by 2014
- Early Childhood Teachers

Key Changes – Staff Qualifications

FDC Qualifications – by 2014

- All carers have a minimum Certificate III level qualification (or actively working towards)
- All coordinators have a Diploma qualification

OSHC Qualifications

- No change to OSHC qualifications but this may change in future.

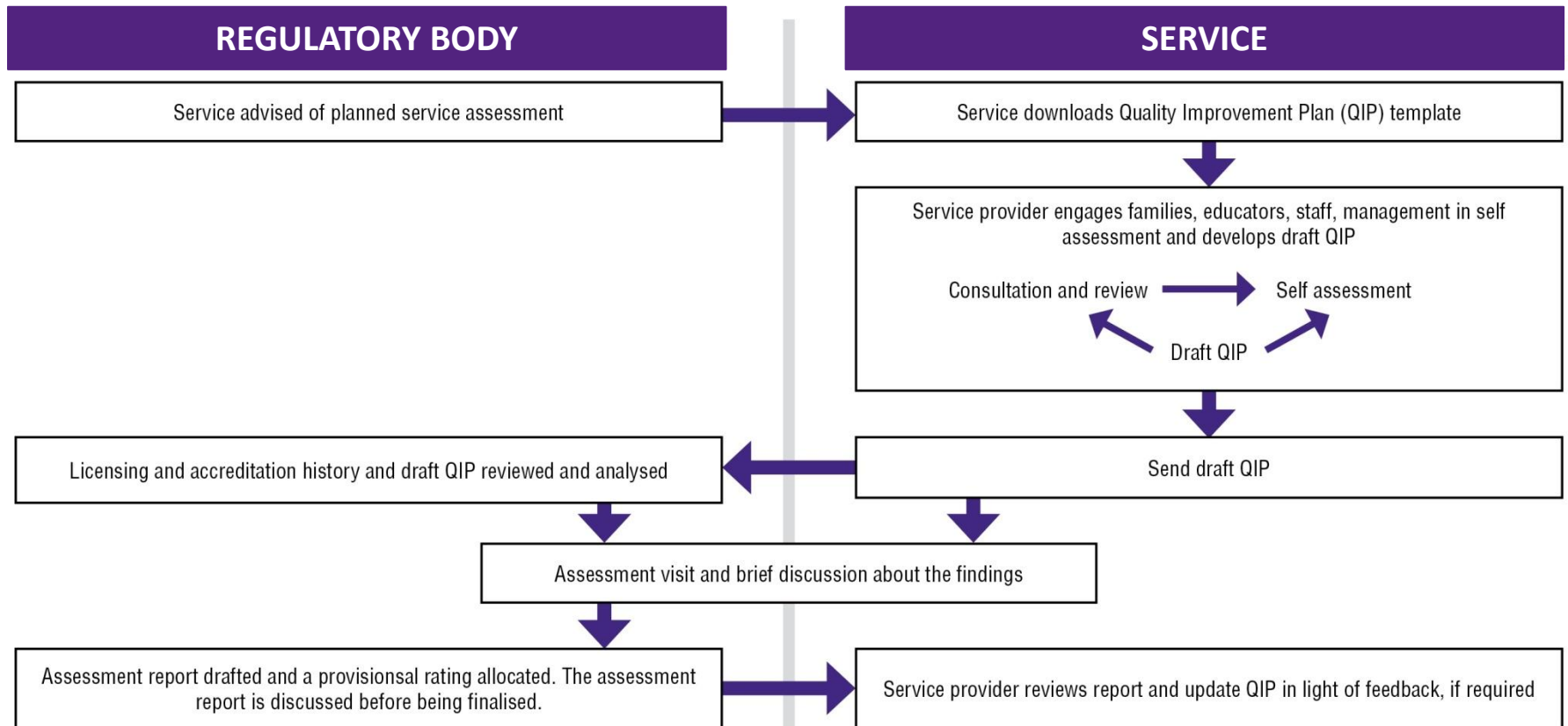
Key Changes - Licensing

- NQF integrates existing licensing bodies and the NCAC accreditation process into a new single system

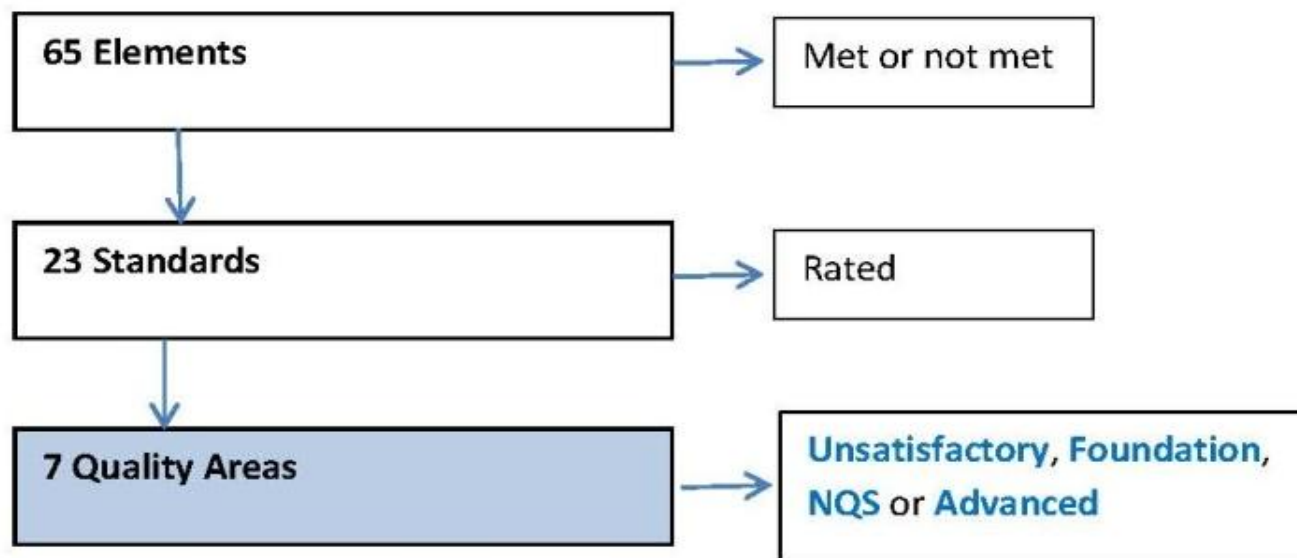
Major differences of Quality Areas

NQF	QIAS	OSHCQA	FDCQA
Educational program and practice	Programming and Evaluation	Programming and Evaluation	Children's Experiences, Learning and Development
Children's health and safety	Protective Care and Safety Health, Nutrition and Wellbeing	Protective Care and Safety Health, nutrition and Wellbeing	Health, Hygiene, Nutrition, Safety and Wellbeing
Physical environment		Play and Development	Physical Environment
Staffing arrangements	Staff Relationships with Children and Peers	Staff Interactions and Relationships with Children	Carers and Coordination Unit Staff
Relationships with children	Children's Experiences and Learning	Respect for Children	Interactions
Collaborative partnerships with families and community	Partnership with Families	Partnerships with Families and Community Links	
Leadership and service management	Managing to Support Quality	Managing to Support Quality	Management and Administration

Assessment and Rating Process

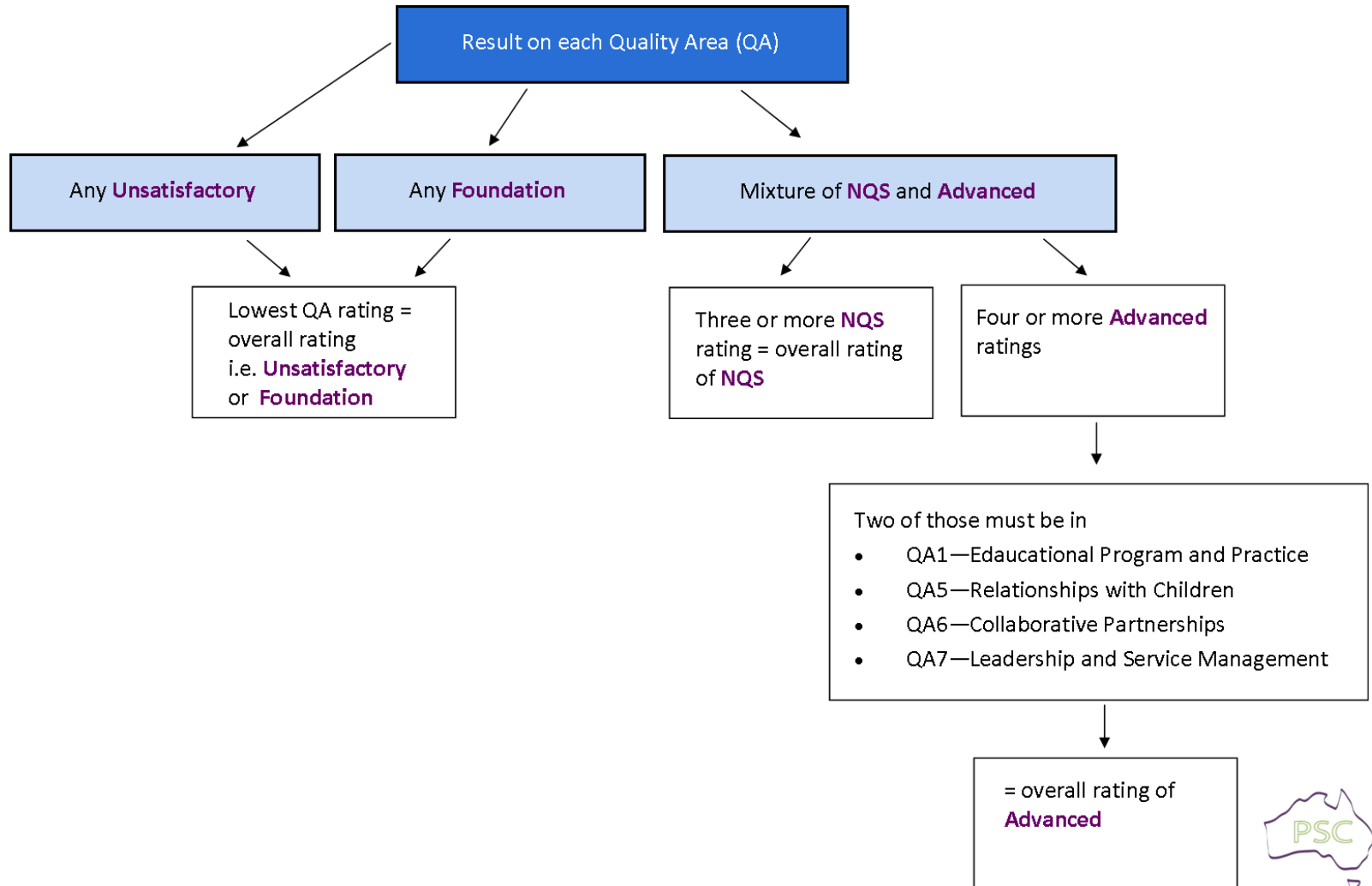


How does the rating system work?



- **Elements** are assessed as met/not met.
- **Standards** are rated.
- **Quality areas** are rated.

How do you get your overall rating?



NQF Documents Available

- *Draft* Guide to the National Quality Standard
- *Draft* Self Assessment and Quality Improvement Planning Process
- *Draft* Assessment and Rating Instrument
- Information Paper on the Education and Care Services National Law and the proposed National Regulations

What does the Assessment and Rating Instrument include?

- Assessment and rating process
- Instrument assessors use when visiting services

What does the Guide to the National Quality Standard include?

- Introduction to the Quality Area
- Breakdown of each **Quality Area**, standard and element
 - What are the requirements?
 - Questions to guide reflection
 - What the standard might look like in everyday practice

What does the Self Assessment and Quality Improvement Planning document include?

- Rationale and overview process
- Quality Improvement Plan (QIP)
- Assessment and Rating Instrument

What can we do now?

The best preparation for the National Quality Framework is to start to embed the Early Years Learning Framework / Framework for School Age Care into practice.

A key change in the new system is that all educators will need to be able to talk about the how and why behind their practice



Looking at Standard 1.1

- Observe
 - Educators and children displaying behaviours and engaging in activities consistent with the evidence for the five outcomes as described in the Early Years Learning Framework
- Discuss
 - How the learning framework is used to guide the planning processes used in the service to develop and document a program for each child
- Sight
 - The service's statement of philosophy or principles and planning procedures reflecting the core elements of the learning framework

Articulating Practice

- How do we currently make decisions about children’s daily experiences and routines and who is involved in making these decisions?
- How do we build our knowledge and understanding of the learning framework that we use in our service to ensure enhanced learning outcomes for all children?

What to do now

- Start developing an action plan
- Start thinking about ratios
- Communicate to families
- Early Years Learning Framework & Framework for School Age Care
- Familiarise yourself and staff team with the Draft Guide to the National Quality Standard

By June 2011

- Engage in further professional development
- Start thinking about Staff qualifications and National Regulations
- Impact on budgets

By December 2011

- Assessment and Rating Process
- Quality Improvement Plan
- Certified Supervisors
- Nominating an Educational Leader
- Understanding the requirements of the new regulations, qualifications and ratios

Support Available

- Professional Development and Workshops
- Online resources
- Expert consultancy and networking
- EYLF professional development
- Professional Support Coordinator Alliance



Further Information

- DEEWR website
www.deewr.gov.au
- My Child Website
www.mychild.gov.au
- Professional Support Coordinator Alliance website
www.pscalliance.org.au
- ACT Professional Support Coordinator
www.actpsc.com.au
- Early Childhood Australia
<http://www.earlychildhoodaustralia.org.au/eylfplp>



Resources

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