

## REGULATORY OVERVIEW TABLE

This Regulatory Overview Table is designed to be used in conjunction with *PolicyWorks Manual – National Quality Framework*. It follows the format of the National Quality Standard and is divided into Quality Areas, Standards and Elements. The table provides services with an overview of the laws, regulations and policies that relate to each standard and element, along with an indication of elements to consider for inclusion in the service's philosophy statement. Some services will have additional policies to include under the 'related policies' column. The table also provides a link to relevant practice principles within the *Early Years Learning Framework* (EYLF) and the *Victorian Early Years Learning and Development Framework* (VEYLDF). The 'examples of evidence' column provides guidance regarding the documents, records, equipment, plans and strategies that assessors will be looking for on an assessment visit. This section should be further developed by individual services to suit circumstances.

		Related policies	Philosophy	Curriculum framework	National Law	National Regulations	Examples of evidence
<b>Quality Area 1: Educational program and practice</b>							
<b>Standard 1.1</b>	<b>An approved learning framework informs the development of a curriculum that enhances each child's learning and development</b>				Sections: 168, 323	Regulations: 73, 75, 76	
<b>Element 1.1.1</b>	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	<ul style="list-style-type: none"> <li>Curriculum Development</li> </ul>	√	<b>EYLF Principles</b> 1/ Secure, respectful and reciprocal relationships 2/ Partnerships 3/ High expectations and equity  <b>VEYLDF Practice Principle</b> 3/ High expectations for every child			<ul style="list-style-type: none"> <li>Children's individual records/ journals</li> <li>Individual/group program</li> <li>Individual behaviour guidance plans</li> <li>Specialist reports</li> </ul>
<b>Element 1.1.2</b>	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program	<ul style="list-style-type: none"> <li>Interactions with Children</li> </ul>	√	<b>EYLF Principles</b> 2/ Partnerships 4/ Respect for diversity  <b>VEYLDF Practice Principle</b> 5/ Respectful relationships and responsive engagement			<ul style="list-style-type: none"> <li>Evidence/information collected about children's development, interests, family, culture and community</li> </ul>

		Related policies	Philosophy	Curriculum framework	National Law	National Regulations	Examples of evidence
<b>Element 1.1.3</b>	The program, including routines, is organised in ways that maximise opportunities for each child's learning	<ul style="list-style-type: none"> <li>Curriculum Development</li> </ul>		<b>EYLF Principles</b> 1/ Secure, respectful and reciprocal relationships 3/ High expectations and equity  <b>VEYLDF Practice Principle</b> 4/ Equity and diversity			<ul style="list-style-type: none"> <li>Documentation outlining routines</li> </ul>
<b>Element 1.1.4</b>	The documentation about each child's program and progress is available to families	<ul style="list-style-type: none"> <li>Curriculum Development</li> </ul>		<b>EYLF Principles</b> 2/ Partnerships 5/ Ongoing learning and reflective practice  <b>VEYLDF Practice Principle</b> 1/ Family-centred practice			<ul style="list-style-type: none"> <li>Transition Learning and Development Statements (if applicable)</li> <li>Information provided to parents/guardians about the program, their child's participation and assessments or evaluations</li> </ul>
<b>Element 1.1.5</b>	Every child is supported to participate in the program	<ul style="list-style-type: none"> <li>Inclusion and Equity</li> </ul>	√	<b>EYLF Principles</b> 1/ Secure, respectful and reciprocal relationships 3/ High expectations and equity  <b>VEYLDF Practice Principle</b> 4/ Equity and diversity			<ul style="list-style-type: none"> <li>Statement of Philosophy, identifying inclusion as a priority for the service</li> <li>Documentation and plans to support the inclusion of children with additional needs</li> <li>Equipment and resources to support children of all abilities and from diverse backgrounds to attend and participate in the program</li> <li>Evidence of access to support services, as required</li> <li>Extra staff and/or training to include all children in the program, as required</li> </ul>

		Related policies	Philosophy	Curriculum framework	National Law	National Regulations	Examples of evidence
<b>Element 1.1.6</b>	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world	<ul style="list-style-type: none"> <li>Interactions with Children</li> </ul>	√	<b>EYLF Principle</b> 4/ Respect for diversity  <b>VEYLDF Practice Principle</b> 3/ High expectations for every child			<ul style="list-style-type: none"> <li>Children directing their own play and making decisions about experiences and learning</li> </ul>
<b>Standard 1.2</b>	<b>Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child</b>					Regulation: 74	
<b>Element 1.2.1</b>	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation	<ul style="list-style-type: none"> <li>Curriculum Development</li> <li>Inclusion and Equity</li> </ul>		<b>EYLF Principle</b> 5/ Ongoing learning and reflective practice  <b>VEYLDF Practice Principle</b> 7/ Assessment for learning and development			<ul style="list-style-type: none"> <li>Children's individual records/ journals</li> <li>Group program – evidence of Early Years Planning Cycle (EYLF <i>Educator's Guide</i>, p.11)</li> <li>Evidence of teacher's participation in professional development to enhance the program</li> </ul>
<b>Element 1.2.2</b>	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning	<ul style="list-style-type: none"> <li>Interactions with Children</li> </ul>	√	<b>EYLF Principle</b> 3/ High expectations and equity  <b>VEYLDF Practice Principle</b> 6/ Integrated teaching and learning approaches			
<b>Element 1.2.3</b>	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program	<ul style="list-style-type: none"> <li>Curriculum Development</li> </ul>	√	<b>EYLF Principle</b> 5/ Ongoing learning and reflective practice  <b>VEYLDF Practice Principle</b> 8/ Reflective practice			<ul style="list-style-type: none"> <li>Evidence of critical reflection</li> </ul>

		Related policies	Philosophy	Curriculum framework	National Law	National Regulations	Examples of evidence
<b>Quality Area 2: Children's health and safety</b>							
<b>Standard 2.1</b>	<b>Each child's health is promoted</b>						
<b>Element 2.1.1</b>	Each child's health needs are supported	<ul style="list-style-type: none"> <li>• Administration of First Aid</li> <li>• Administration of Medication</li> <li>• Anaphylaxis</li> <li>• Asthma</li> <li>• Dealing with Infectious Diseases</li> <li>• Dealing with Medical Conditions</li> <li>• Diabetes</li> <li>• Epilepsy</li> <li>• Incident, Injury, Trauma and Illness</li> </ul>		<b>EYLF Principle</b> 3/ High expectations and equity  <b>VEYLDF Practice Principle</b> 3/ High expectations for every child		Regulations: 90–96  Related requirements: 161, 162, 168, 168(2)(d), 177, 178	<ul style="list-style-type: none"> <li>• Enrolment records</li> <li>• Individual medical management plans, risk minimisation plans and communication plans, as required</li> <li>• Family handbook</li> <li>• Records of current first aid training and qualifications, including for anaphylaxis and asthma</li> <li>• Staff rosters</li> <li>• First aid kits</li> <li>• Medication records</li> </ul>
<b>Element 2.1.2</b>	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation	<ul style="list-style-type: none"> <li>• Relaxation and Sleep</li> </ul>		<b>EYLF Principle</b> 4/ Respect for diversity  <b>VEYLDF Practice Principle</b> 4/ Equity and diversity	Section: 165	Regulation: 81	<ul style="list-style-type: none"> <li>• Details of children's rest/sleep patterns, as applicable</li> <li>• Evidence of quiet spaces for children</li> <li>• Evidence of conversations and communication with parents/guardians about their child's rest/sleep needs</li> </ul>

		Related policies	Philosophy	Curriculum framework	National Law	National Regulations	Examples of evidence
<b>Element 2.1.3</b>	Effective hygiene practices are promoted and implemented	<ul style="list-style-type: none"> <li>Hygiene</li> </ul>		<b>EYLF Principles</b> 3/ High expectations and equity 5/ Ongoing learning and reflective practices  <b>VEYLDF Practice Principle</b> 3/ High expectations for every child		Regulation: 77  Related requirements: 168, 168(2)(a)	<ul style="list-style-type: none"> <li>Written procedures for maintaining and cleaning of children's equipment</li> <li>Nappy changing procedures displayed</li> <li>Handwashing signs displayed</li> </ul>
<b>Element 2.1.4</b>	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines	<ul style="list-style-type: none"> <li>Dealing with Infectious Diseases</li> <li>Incident, Injury, Trauma and Illness</li> </ul>		<b>EYLF Principle</b> 2/ Partnerships  <b>VEYLDF Practice Principle</b> 1/ Family-centred practice		Regulations: 77, 85–96  Related requirements: 162, 168, 168(2)(b), 168(2)(c), 177, 178	<ul style="list-style-type: none"> <li>Immunisations records (enrolment forms)</li> <li>Exclusion tables</li> <li>Recommendations for immunisations provided to families</li> <li>Incident, injury, trauma and illness records</li> <li>Medication records</li> </ul>
<b>Standard 2.2</b>	<b>Healthy eating and physical activity are embedded in the program for children</b>						
<b>Element 2.2.1</b>	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child	<ul style="list-style-type: none"> <li>Food Safety</li> <li>Nutrition and Active Play</li> </ul>	√	<b>EYLF Principle</b> 4/ Respect for diversity  <b>VEYLDF Practice Principle</b> 4/ Equity and diversity		Regulations: 77–80  Related requirements: 168, 168(2)(a)	<ul style="list-style-type: none"> <li>Resources for families on healthy eating</li> <li>Written menus (if relevant)</li> <li>Program opportunities for healthy eating including meal breaks, drink breaks and cooking experiences</li> </ul>
<b>Element 2.2.2</b>	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child	<ul style="list-style-type: none"> <li>Nutrition and Active Play</li> </ul>	√	<b>EYLF Principle</b> 3/ High expectations and equity  <b>VEYLDF Practice Principle</b> 6/ Integrated teaching and learning approaches			<ul style="list-style-type: none"> <li>Information for families about the importance of physical health</li> <li>Program documentation including opportunities for physical play and active/quiet play</li> </ul>

		Related policies	Philosophy	Curriculum framework	National Law	National Regulations	Examples of evidence
<b>Standard 2.3</b>	<b>Each child is protected</b>					Related requirements: 168, 168(2)(a), 168(2)(h)	
<b>Element 2.3.1</b>	Children are adequately supervised at all times	<ul style="list-style-type: none"> <li>• Excursions and Service Events</li> <li>• Staffing</li> <li>• Supervision of Children</li> </ul>		<b>EYLF Principles</b> 1/ Secure, respectful and reciprocal relationships 2/ Partnerships  <b>VEYLDF Practice Principle</b> 5/ Respectful relationships and responsive engagement	Section: 165	Regulations: 100–102	<ul style="list-style-type: none"> <li>• Supervision plans (if applicable)</li> <li>• Attendance records</li> <li>• Visitors record</li> <li>• Risk assessments for excursions, as applicable</li> <li>• Enrolment records, including authorised collection of children</li> <li>• Staff rosters</li> </ul>
<b>Element 2.3.2</b>	Every reasonable precaution is taken to protect children from harm and hazard likely to cause injury	<ul style="list-style-type: none"> <li>• Acceptance and Refusal of Authorisations</li> <li>• Delivery and Collection of Children</li> <li>• Excursions and Service Events</li> <li>• Occupational Health and Safety</li> <li>• Sun Protection</li> <li>• Water Safety</li> </ul>		<b>EYLF Principles</b> 1/ Secure, respectful and reciprocal relationships 5/ Ongoing learning and reflective practice  <b>VEYLDF Practice Principles</b> 5/ Respectful relationships and responsive engagement 8/ Reflective practice	Sections: 165, 167	Regulations: 82, 83, 90, 91, 99, 100–102  Related requirements: 161, 162, 168(2)(g)	<ul style="list-style-type: none"> <li>• Risk assessments for excursions, as applicable</li> <li>• Written procedures for daily, weekly or monthly safety checks and maintenance of buildings and equipment</li> <li>• Daily safety checks</li> <li>• Pest inspection reports</li> <li>• Information for families about sun protection</li> </ul>

		Related policies	Philosophy	Curriculum framework	National Law	National Regulations	Examples of evidence
<b>Element 2.3.3</b>	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented	<ul style="list-style-type: none"> <li>• Dealing with Medical Conditions</li> <li>• Emergency and Evacuation</li> <li>• Incident, Injury, Trauma and Illness</li> </ul>		<b>EYLF Principles</b> 2/ Partnerships 5/ Ongoing learning and reflective practice  <b>VEYLDF Practice Principles</b> 1/ Family-centred practice 8/ Reflective practice		Regulations: 85–87, 97, 98  Related requirements: 160–162, 168(2)(b), 168(2)(d), 168(2)(e), 177, 178	<ul style="list-style-type: none"> <li>• Written emergency and evacuation floor plans</li> <li>• Information for families about the service's emergency procedures and plans to manage incidents</li> <li>• Evidence that emergency equipment is regularly tested in line with recommended guidelines</li> <li>• Records of emergency drills and evaluations of these</li> <li>• Portable record of children's emergency contact details</li> </ul>
<b>Element 2.3.4</b>	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect	<ul style="list-style-type: none"> <li>• Child Safe Environment</li> </ul>		<b>EYLF Principles</b> 2/ Partnerships 3/ High expectations and equity  <b>VEYLDF Practice Principles</b> 1/ Family-centred practice 2/ Partnerships with professionals		Regulations: 84–87  Related requirements: 177, 178	<ul style="list-style-type: none"> <li>• List of local community resources that provide information and support in relation to children at risk of abuse and/or neglect</li> <li>• Evidence of educators' attendance at child protection training</li> <li>• Information for families in relation to child protection</li> </ul>

	Related policies	Philosophy	Curriculum framework	National Law	National Regulations	Examples of evidence
<b>Quality Area 3: Physical environment</b>						
<b>Standard 3.1</b>	<b>The design and location of the premises is appropriate for the operation of a service</b>					
<b>Element 3.1.1</b>	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose	<ul style="list-style-type: none"> <li>• Child Safe Environment</li> <li>• Sun Protection</li> <li>• Supervision of Children</li> <li>• Water Safety</li> </ul>	<b>EYLF Principle</b> 5/ Ongoing learning and reflective practice  <b>VEYLDF Practice Principle</b> 5/ Respectful relationships and responsive engagement	Related requirements: Part 3 of the National Law – Service approval	Regulations: 104, 106–112, 114, 117  Related requirements: 25, 41–45	<ul style="list-style-type: none"> <li>• Program documentation relating to indoor/outdoor play environments</li> <li>• Documents that confirm equipment/fencing/shade meets Australian Standards</li> <li>• Where relevant, a management plan that is in place to protect stakeholders while major work is being undertaken at the service</li> </ul>
<b>Element 3.1.2</b>	Premises, furniture and equipment are safe, clean and well maintained	<ul style="list-style-type: none"> <li>• Hygiene</li> <li>• Occupational Health and Safety</li> </ul>	<b>EYLF Principle</b> 5/ Ongoing learning and reflective practice  <b>VEYLDF Practice Principle</b> 5/ Respectful relationships and responsive engagement		Regulations: 103, 116	<ul style="list-style-type: none"> <li>• Written safety checks</li> <li>• Cleaning schedules</li> <li>• Relevant risk assessments in relation to physical environments</li> </ul>
<b>Element 3.1.3</b>	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	<ul style="list-style-type: none"> <li>• Inclusion and Equity</li> <li>• Occupational Health and Safety</li> </ul>	√	<b>EYLF Principles</b> 3/ High expectation and equity 4/ Respect for diversity  <b>VEYLDF Practice Principles</b> 4/ Equity and diversity 6/ Integrated teaching and learning approaches		Regulation: 115  <ul style="list-style-type: none"> <li>• Statement of Philosophy, indicating the service's approach to access and participation</li> <li>• Relevant documentation relating to the inclusion of children with additional needs, including inclusion plans</li> <li>• Use of adaptive equipment</li> <li>• Evidence of access to support services, as required</li> </ul>



		Related policies	Philosophy	Curriculum framework	National Law	National Regulations	Examples of evidence
<b>Standard 3.2</b>	<b>The environment is inclusive, promotes competence, independent exploration and learning through play</b>						
<b>Element 3.2.1</b>	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments	<ul style="list-style-type: none"> <li>Curriculum Development</li> <li>Inclusion and Equity</li> </ul>	√	<b>EYLF Principle</b> 3/ High expectations and equity  <b>VEYLDF Practice Principles</b> 4/ Equity and diversity 6/ Integrated teaching and learning approaches		Regulation: 113	<ul style="list-style-type: none"> <li>Evidence of equal focus on planning/provision of both indoor and outdoor experiences</li> <li>Program documentation to support varied experiences for children including active/messy/quiet and small/large group activities</li> <li>Program documentation to support the creation of inviting play spaces</li> </ul>
<b>Element 3.2.2</b>	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses			<b>EYLF Principle</b> 3/ High expectations and equity  <b>VEYLDF Practice Principle</b> 3/ High expectations for every child		Regulation: 105	<ul style="list-style-type: none"> <li>Age-appropriate toilet, handwashing and drying facilities</li> </ul>
<b>Standard 3.3</b>	<b>The service takes an active role in caring for its environment and contributes to a sustainable future</b>						
<b>Element 3.3.1</b>	Sustainable practices are embedded in service operations	<ul style="list-style-type: none"> <li>Environmental Sustainability</li> </ul>	√	<b>EYLF Principles</b> 2/ Partnerships 3/ High expectations and equity  <b>VEYLDF Practice Principles</b> 1/ Family-centred practice 4/ Equity and diversity			<ul style="list-style-type: none"> <li>Information and ideas about sustainable practices that are regularly shared with families</li> <li>Individual and group learning focusing on environmental and sustainable outcomes</li> </ul>

		Related policies	Philosophy	Curriculum framework	National Law	National Regulations	Examples of evidence
<b>Element 3.3.2</b>	Children are supported to become environmentally responsible and show respect for the environment	<ul style="list-style-type: none"> <li>Environmental Sustainability</li> </ul>	√	<b>EYLF Principle</b> 1/ Secure, respectful and reciprocal relationships  <b>VEYLDF Practice Principle</b> 4/ Equity and diversity			<ul style="list-style-type: none"> <li>Evidence of participation in environmentally sustainable practices at the service</li> </ul>
<b>Quality Area 4: Staffing arrangements</b>							
<b>Standard 4.1</b>	<b>Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing</b>				Section: 169  Related requirements: Sections: 161–163	Regulations: 118–154  Related requirements: 46–54, 168(2)(i)	
<b>Element 4.1.1</b>	Educator-to-child ratios and qualification requirements are maintained at all times	<ul style="list-style-type: none"> <li>Code of Conduct</li> <li>Determining Responsible Person</li> <li>Participation of Volunteers and Students</li> <li>Staffing</li> <li>Supervision of Children</li> </ul>		<b>EYLF Principle</b> 1/ Secure, respectful and reciprocal relationships  <b>VEYLDF Practice Principle</b> 5/ Respectful relationships and responsive engagement			<ul style="list-style-type: none"> <li>Staff records including evidence of qualifications and WWC checks</li> <li>Staff rosters</li> <li>Appointment of Responsible Person</li> </ul>
<b>Standard 4.2</b>	<b>Educators, co-ordinators and staff members are respectful and ethical</b>					Related requirement: 55	

		Related policies	Philosophy	Curriculum framework	National Law	National Regulations	Examples of evidence
<b>Element 4.2.1</b>	Professional standards guide practice, interactions and relationships	<ul style="list-style-type: none"> <li>• Code of Conduct</li> <li>• Inclusion and Equity</li> <li>• Interactions with Children</li> <li>• Staffing</li> </ul>	√	<b>EYLF Principle</b> 2/ Partnerships  <b>VEYLDF Practice Principle</b> 2/ Partnerships with professionals			<ul style="list-style-type: none"> <li>• ECA Code of Ethics or service Code of Ethics</li> <li>• Staff handbook that includes service philosophy</li> <li>• Position descriptions</li> <li>• Evidence of staff engagement in reflective practice e.g. minutes of staff meetings, reflective journals, self-appraisals</li> <li>• Quality Improvement Plans</li> <li>• Documented examples of teamwork</li> <li>• Evidence of professional development</li> </ul>
<b>Element 4.2.2</b>	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships	<ul style="list-style-type: none"> <li>• Code of Conduct</li> </ul>	√	<b>EYLF Principles</b> 2/ Partnerships 5/ Ongoing learning and reflective practice  <b>VEYLDF Practice Principles</b> 2/ Partnerships with professionals 7/ Assessment for learning and development			<ul style="list-style-type: none"> <li>• Minutes/records of team meetings</li> <li>• Records of shared professional development</li> </ul>
<b>Element 4.2.3</b>	Interactions convey mutual respect, equity and recognition of each other's strengths and skills	<ul style="list-style-type: none"> <li>• Code of Conduct</li> </ul>	√	<b>EYLF Principle</b> 2/ Partnership  <b>VEYLDF Practice Principles</b> 2/ Partnerships with professionals			<ul style="list-style-type: none"> <li>• Code of Conduct</li> <li>• Examples of projects or teamwork</li> </ul>

		Related policies	Philosophy	Curriculum framework	National Law	National Regulations	Examples of evidence
<b>Quality Area 5: Relationships with children</b>							
<b>Standard 5.1</b>	<b>Respectful and equitable relationships are developed and maintained with each child</b>					Regulation: 155  Related requirements: 73, 74, 162(2)(j)	
<b>Element 5.1.1</b>	Interactions with each child are warm and responsive and build trusting relationships	<ul style="list-style-type: none"> <li>• Code of Conduct</li> <li>• Enrolment and Orientation</li> <li>• Interactions with Children</li> </ul>	√	<b>EYLF Principle</b> 1/ Secure, respectful and reciprocal relationships  <b>VEYLDF Practice Principle</b> 5/ Respectful relationships and responsive engagement			<ul style="list-style-type: none"> <li>• Statement of Principles</li> <li>• Service philosophy</li> <li>• Evidence of both planned and spontaneous experiences that support individual children's learning and development</li> <li>• Program documentation that shows evidence of educators supporting children's learning through intentional teaching</li> <li>• Information gathered from families and other professionals during orientation to support the settling in of children</li> </ul>
<b>Element 5.1.2</b>	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning	<ul style="list-style-type: none"> <li>• Code of Conduct</li> <li>• Curriculum Development</li> <li>• Interactions with Children</li> <li>• Staffing</li> </ul>	√	<b>EYLF Principle</b> 1/ Secure, respectful and reciprocal relationships  <b>VEYLDF Practice Principle</b> 5/ Respectful relationships and responsive engagement			<ul style="list-style-type: none"> <li>• Group size</li> <li>• Staffing arrangements</li> </ul>

		Related policies	Philosophy	Curriculum framework	National Law	National Regulations	Examples of evidence
<b>Element 5.1.3</b>	Each child is supported to feel secure, confident and included	<ul style="list-style-type: none"> <li>• Code of Conduct</li> <li>• Inclusion and Equity</li> <li>• Interactions with Children</li> </ul>	√	<b>EYLF Principles</b> 1/ Secure respectful and reciprocal relationships 3/ High expectations and equity 4/ Respect for diversity  <b>VEYLDF Practice Principles</b> 3/ High expectations for every child 4/ Equity and diversity 5/ Respectful relationships and responsive engagement			<ul style="list-style-type: none"> <li>• Plans for inclusion of children with additional needs</li> <li>• Orientation program for new children</li> <li>• Arrival and greeting procedures</li> </ul>
<b>Standard 5.2</b>	<b>Each child is supported to build and maintain sensitive and responsive relationships with other children and adults</b>				Section: 166	Regulations: 155, 156  Related requirements: 73, 74, 162(2)(j)	
<b>Element 5.2.1</b>	Each child is supported to work with, learn from and help others through collaborative learning opportunities	<ul style="list-style-type: none"> <li>• Code of Conduct</li> <li>• Interactions with Children</li> </ul>	√	<b>EYLF Principle</b> 1/ Secure, respectful and reciprocal relationships  <b>VEYLDF Practice Principle</b> 5/ Respectful relationships and responsive engagement			<ul style="list-style-type: none"> <li>• Program documentation with evidence of social and collaborative play experiences</li> <li>• Program documentation with evidence of children's interests and shared decision making</li> <li>• Examples of information gathered from families about their child's social skills and relationship preferences</li> </ul>

		Related policies	Philosophy	Curriculum framework	National Law	National Regulations	Examples of evidence
<b>Element 5.2.2</b>	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts	<ul style="list-style-type: none"> <li>• Code of Conduct</li> <li>• Interactions with Children</li> </ul>		<b>EYLF Principles</b> 2/ Partnerships 3/ High expectations and equity  <b>VEYLDF Practice Principles</b> 2/ Partnerships with professionals 4/ Equity and diversity			<ul style="list-style-type: none"> <li>• Individual behaviour guidance plans, developed in consultation with educators, families and other professionals (if relevant)</li> </ul>
<b>Element 5.2.3</b>	The dignity and rights of every child are maintained at all times	<ul style="list-style-type: none"> <li>• Code of Conduct</li> <li>• Interactions with Children</li> </ul>	√	<b>EYLF Principle</b> 1/ Secure, respectful and reciprocal relationships  <b>VEYLDF Practice Principle</b> 5/ Respectful relationships and responsive engagement			<ul style="list-style-type: none"> <li>• Individual behaviour guidance plans, as required</li> </ul>

	Related policies	Philosophy	Curriculum framework	National Law	National Regulations	Examples of evidence
<b>Quality Area 6: Collaborative partnerships with families and communities</b>						
<b>Standard 6.1</b>	<b>Respectful and supportive relationships with families are developed and maintained</b>			Related requirements: Sections: 172, 175	Regulation: 157  Related requirements: 73–76, 80, 86, 111, 168(2)(k), 171–173, 177, 178, 181–183	
<b>Element 6.1.1</b>	There is an effective enrolment and orientation process for families	<ul style="list-style-type: none"> <li>• Code of Conduct</li> <li>• Enrolment and Orientation</li> </ul>		<b>EYLF Principles</b> 2/ Partnerships 4/ Respect for diversity  <b>VEYLDF Practice Principles</b> 1/ Family-centred practice 4/ Equity and diversity		<ul style="list-style-type: none"> <li>• Procedures for enrolment and orientation of children and families</li> <li>• Family handbook</li> <li>• Evidence of support during enrolment and orientation for families with low levels of literacy or for who English is not a first language</li> <li>• Evidence that families are aware of and have access to all service policies</li> </ul>

		Related policies	Philosophy	Curriculum framework	National Law	National Regulations	Examples of evidence
<b>Element 6.1.2</b>	Families have opportunities to be involved in the service and contribute to service decisions	<ul style="list-style-type: none"> <li>• Code of Conduct</li> <li>• Curriculum Development</li> <li>• Inclusion and Equity</li> </ul>	√	<b>EYLF Principles</b> 2/ Partnerships 4/ Respect for diversity  <b>VEYLDF Practice Principle</b> 1/ Family-centred practice			<ul style="list-style-type: none"> <li>• Communication books</li> <li>• Information about how families, including extended family members, are invited and supported to participate in the program</li> <li>• Evidence of opportunities for families to contribute to the program</li> <li>• Evidence of opportunities for families to contribute to the review of service policies, philosophy and Quality Improvement Plan</li> </ul>
<b>Element 6.1.3</b>	Current information about the service is available to families	<ul style="list-style-type: none"> <li>• All policies</li> </ul>		<b>EYLF Principle</b> 2/ Partnerships  <b>VEYLDF Practice Principle</b> 1/ Family-centred practice			<ul style="list-style-type: none"> <li>• Evidence that families are aware of and have access to all service policies</li> <li>• Evidence that policy changes are communicated to families prior to implementation</li> <li>• The service philosophy is displayed in areas that are accessible to families</li> <li>• Newsletters</li> <li>• Communication books</li> <li>• Risk assessments for excursions and information provided to families prior to excursions taking place</li> <li>• Emergency management procedures displayed in areas that are accessible to families</li> </ul>
<b>Standard 6.2</b>	<b>Families are supported in their parenting role and their values and beliefs about child rearing are respected</b>				Related requirements:	Regulation: 157	



		Related policies	Philosophy	Curriculum framework	National Law	National Regulations	Examples of evidence
					Sections: 172, 175	Related requirements: 73–76, 80, 86, 111, 171–173, 181–183	
<b>Element 6.2.1</b>	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing	<ul style="list-style-type: none"> <li>• Code of Conduct</li> <li>• Curriculum Development</li> <li>• Inclusion and Equity</li> </ul>	√	<b>EYLF Principles</b> 2/ Partnerships 5/ Ongoing learning and reflective practice  <b>VEYLDF Practice Principles</b> 1/ Family-centred practice 7/ Assessment for learning and development			<ul style="list-style-type: none"> <li>• Information from families about children's backgrounds, experiences, likes/dislikes and home routines are regularly updated</li> <li>• Evidence that families have regular opportunities to provide feedback, make suggestions and contribute to curriculum decision making</li> </ul>
<b>Element 6.2.2</b>	Current information is available to families about community services and resources to support parenting and family wellbeing			<b>EYLF Principles</b> 2/ Partnerships 3/ High expectations and equity  <b>VEYLDF Practice Principles</b> 1/ Family-centred practice 3/ High expectations for every child 4/ Equity and diversity			<ul style="list-style-type: none"> <li>• Evidence that up-to-date information is provided to families, including about community services and other family support resources e.g. local support services for families experiencing financial hardship</li> <li>• Community noticeboard</li> </ul>

		Related policies	Philosophy	Curriculum framework	National Law	National Regulations	Examples of evidence
<b>Standard 6.3</b>	<b>The service collaborates with other organisations and service providers to enhance children's learning and wellbeing</b>				Related requirements: Section: 175	Regulation: 157  Related requirements: 73–76, 80, 86, 99, 102, 111, 171–173, 181–183	
<b>Element 6.3.1</b>	Links with relevant community and support agencies are established and maintained	<ul style="list-style-type: none"> <li>• Acceptance and Refusal of Authorisations</li> <li>• Child Safe Environment</li> <li>• Inclusion and Equity</li> </ul>		<b>EYLF Principles</b> 2/ Partnerships 3/ High expectations and equity  <b>VEYLDF Practice Principle</b> 2/ Partnerships with professionals			<ul style="list-style-type: none"> <li>• Minutes of family meetings</li> <li>• Individual behaviour guidance plans</li> <li>• Evidence of processes for making/receiving referrals from community support agencies/services</li> <li>• Evidence, where required, of referrals to appropriate support services and agencies e.g. early childhood intervention services, child protection agencies</li> <li>• Evidence of network meetings attended by co-ordinators or educators</li> </ul>

		Related policies	Philosophy	Curriculum framework	National Law	National Regulations	Examples of evidence
<b>Element 6.3.2</b>	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities	<ul style="list-style-type: none"> <li>• Acceptance and Refusal of Authorisations</li> <li>• Child Safe Environment</li> <li>• Delivery and Collection of Children</li> <li>• Excursions and Service Events</li> </ul>		<b>EYLF Principles</b> 2/ Partnerships 3/ High expectations and equity  <b>VEYLDF Practice Principles</b> 2/ Partnerships with professionals 7/ Assessment for learning and development			<ul style="list-style-type: none"> <li>• Transition to school statements</li> <li>• Attendance record</li> <li>• Written procedures for releasing children from the service</li> <li>• Risk assessments for excursions</li> <li>• Excursion information</li> <li>• Written authorisations for children to be taken outside the premises</li> </ul>
<b>Element 6.3.3</b>	Access to inclusion and support assistance is facilitated	<ul style="list-style-type: none"> <li>• Inclusion and Equity</li> </ul>	√	<b>EYLF Principles</b> 2/ Partnerships 3/ High expectations and equity  <b>VEYLDF Practice Principles</b> 2/ Partnerships with professionals 3/ High expectations for every child			<ul style="list-style-type: none"> <li>• Evidence of processes for making and accepting referrals</li> <li>• Evidence of professional development for staff to support children with additional needs</li> <li>• Evidence of individual support plans for children with additional needs</li> </ul>
<b>Element 6.3.4</b>	The service builds relationships and engages with the local community	<ul style="list-style-type: none"> <li>• Excursions and Service Events</li> <li>• Inclusion and Equity</li> </ul>	√	<b>EYLF Principle</b> 3/ High expectations and equity  <b>VEYLDF Practice Principle</b> 3/ High expectations for every child			<ul style="list-style-type: none"> <li>• Evidence of involvement in local events e.g. photos</li> <li>• Evidence of engagement with local communities e.g. excursions/incursions/service events</li> <li>• Open days</li> <li>• Engagement with the local Aboriginal and Torres Strait Islander communities</li> </ul>

		Related policies	Philosophy	Curriculum framework	National Law	National Regulations	Examples of evidence
<b>Quality Area 7: Leadership and service management</b>							
<b>Standard 7.1</b>	<b>Effective leadership promotes a positive organisational culture and builds a professional learning community</b>						
<b>Element 7.1.1</b>	Appropriate governance arrangements are in place to manage the service	<ul style="list-style-type: none"> <li>• Code of Conduct</li> <li>• Complaints and Grievances</li> <li>• Determining Responsible Person</li> <li>• Governance and Management of the Service</li> <li>• Privacy and Confidentiality</li> </ul>	√	<b>EYLF Principle</b> 2/ Partnerships  <b>VEYLDF Practice Principle</b> 1/ Family-centred practice		Regulations: 168–172, 181–184	<ul style="list-style-type: none"> <li>• Constitution</li> <li>• Service agreements</li> <li>• Information displayed as required under the National Regulations</li> <li>• Information for families about relevant governance structures, including the name of the Approved Provider and the person to contact when making a complaint</li> </ul>
<b>Element 7.1.2</b>	The induction of educators, co-ordinators and staff members is comprehensive	<ul style="list-style-type: none"> <li>• Occupational Health and Safety</li> <li>• Participation of Volunteers and Students</li> <li>• Staffing</li> </ul>		<b>EYLF Principles</b> 2/ Partnerships 5/ Ongoing learning and reflective practice  <b>VEYLDF Practice Principle</b> 2/ Partnerships with professionals			<ul style="list-style-type: none"> <li>• Staff induction program</li> <li>• Induction checklist for volunteers/students</li> </ul>
<b>Element 7.1.3</b>	Every effort is made to promote continuity of educators and co-ordinators at the service	<ul style="list-style-type: none"> <li>• Determining Responsible Person</li> <li>• Staffing</li> </ul>	√	<b>EYLF Principles</b> 2/ Partnerships 5/ Ongoing learning and reflective practice  <b>VEYLDF Practice Principles</b> 2/ Partnerships with professionals 8/ Reflective practice			<ul style="list-style-type: none"> <li>• Staff rosters</li> <li>• Staff exit surveys (where appropriate)</li> </ul>

		Related policies	Philosophy	Curriculum framework	National Law	National Regulations	Examples of evidence
<b>Element 7.1.4</b>	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning	<ul style="list-style-type: none"> <li>Curriculum Development</li> <li>Staffing</li> </ul>		<b>EYLF Principle</b> 5/ Ongoing learning and reflective practice  <b>VEYLDF Practice Principles</b> 6/ Integrated teaching and learning approaches 8/ Reflective practice			<ul style="list-style-type: none"> <li>Designation of Educational Leader on staff record</li> <li>Program documentation</li> <li>Minutes of staff meetings</li> <li>Documented goals for teaching and learning that centres on children's learning and development</li> <li>Record of planning and evaluation</li> </ul>
<b>Element 7.1.5</b>	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper	<ul style="list-style-type: none"> <li>Child Safe Environment</li> <li>Participation of Volunteers and Students</li> <li>Staffing</li> </ul>		<b>EYLF Principle</b> 1/ Secure, respectful and reciprocal relationships  <b>VEYLDF Practice Principle</b> 5/ Respectful relationships and responsive engagement	Sections: 12, 13, 21, 109	Regulations: 163, 164  Related requirements: Regulations: 14–16, 46	<ul style="list-style-type: none"> <li>Staff records, including WWC checks</li> <li>Records of fitness and propriety</li> </ul>
<b>Standard 7.2</b>	<b>There is a commitment to continuous improvement</b>						
<b>Element 7.2.1</b>	A statement of philosophy is developed and guides all aspects of the service's operations	<ul style="list-style-type: none"> <li>Governance and Management of the Service</li> </ul>	√	<b>EYLF Principle</b> 5/ Ongoing learning and reflective practice  <b>VEYLDF Practice Principles</b> 7/ Assessment for learning and development 8/ Reflective practice		Regulations: 55, 56	<ul style="list-style-type: none"> <li>Philosophy statement is displayed and communicated in a variety of ways</li> <li>Evidence of regular reviews and consultation regarding the philosophy of the service</li> <li>Staff induction includes the service's philosophy</li> </ul>
<b>Element 7.2.2</b>	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement	<ul style="list-style-type: none"> <li>Staffing</li> </ul>		<b>EYLF Principle</b> 5/ Ongoing learning and reflective practice  <b>VEYLDF Practice Principle</b> 8/ Reflective practice			<ul style="list-style-type: none"> <li>Position descriptions for educators/staff</li> <li>Staff performance reviews</li> <li>Staff Professional Development Plans</li> </ul>

		Related policies	Philosophy	Curriculum framework	National Law	National Regulations	Examples of evidence
<b>Element 7.2.3</b>	An effective self-assessment and quality improvement process is in place		√	<b>EYLF Principles</b> 2/ Partnerships 5/ Ongoing learning and reflective practice  <b>VEYLDF Practice Principles</b> 1/ Family-centred practice 7/ Assessment for learning and development 8/ Reflective practice		Regulations: 31, 55, 56	<ul style="list-style-type: none"> <li>• Quality Improvement Plan</li> <li>• Documented process for planning and review</li> <li>• Surveys and feedback forms</li> <li>• Minutes of meetings</li> <li>• Evidence of self-assessment</li> <li>• Display of service rating (including provisional)</li> <li>• Systems for collecting information from families, children, educators and staff members about their perceptions of the service</li> </ul>
<b>Standard 7.3</b>	<b>Administrative systems enable the effective management of a quality service</b>						
<b>Element 7.3.1</b>	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements	<ul style="list-style-type: none"> <li>• Privacy and Confidentiality</li> </ul>		<b>EYLF Principle</b> 2/ Partnerships  <b>VEYLDF Practice Principles</b> 1/ Family-centred practice 8/ Reflective practice		Regulations: 158–162, 167–180	<ul style="list-style-type: none"> <li>• Records as prescribed under the National Law and National Regulations and kept for the required length of time</li> <li>• Staff records, including records kept for volunteers and students</li> <li>• Information displayed, as required under the National Regulations</li> <li>• Attendance and enrolment records</li> </ul>
<b>Element 7.3.2</b>	Administrative systems are established and maintained to ensure the effective operation of the service	<ul style="list-style-type: none"> <li>• Fees</li> <li>• Information and Communication Technology</li> </ul>		<b>EYLF Principle</b> 2/ Partnerships  <b>VEYLDF Practice Principle</b> 2/ Partnerships with professionals			<ul style="list-style-type: none"> <li>• Minutes of staff meetings</li> <li>• Staff memos/bulletins etc.</li> </ul>

		Related policies	Philosophy	Curriculum framework	National Law	National Regulations	Examples of evidence
<b>Element 7.3.3</b>	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation	<ul style="list-style-type: none"> <li>Complaints and Grievances</li> </ul>		<b>EYLF Principle</b> 2/ Partnerships  <b>VEYLDF Practice Principle</b> 2/ Partnerships with professionals			<ul style="list-style-type: none"> <li>Correspondence/reports to DEECD in relation to changes at the service</li> <li>Complaints to DEECD about the service relating to a breach in legislation or a serious incident</li> <li>Notification and outcomes of any investigations to DEECD</li> </ul>
<b>Element 7.3.4</b>	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner	<ul style="list-style-type: none"> <li>Complaints and Grievances</li> </ul>		<b>EYLF Principle</b> 2/ Partnerships  <b>VEYLDF Practice Principle</b> 1/ Family-centred practice		Regulations: 168–172	<ul style="list-style-type: none"> <li>Documented grievance and complaints management procedure</li> <li>Evidence of grievances being investigated in a timely manner</li> <li>Complaints procedures, including the name of the person to who complaints should be addressed, are on display at the service</li> <li>Evidence that complaints have led to amendments to policies and procedures as required</li> </ul>
<b>Element 7.3.5</b>	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly	<ul style="list-style-type: none"> <li>All policies required under Division 2 of the National Regulations (Regulation 168)</li> </ul>		<b>EYLF Principle</b> 2/ Partnerships  <b>VEYLDF Practice Principle</b> 1/ Family-centred practice		Regulations: 168–172	<ul style="list-style-type: none"> <li>Service policies and procedures required under the National Regulations are available to families</li> <li>Policy review schedule/table</li> </ul>