

| Revised NQS from 1 February 2018 | | | Current NQS | |
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| Element / standard | Concept | Standard and element descriptors | Element / standard | Standard and element descriptors |
| QA1 Educational program and practice | | | | |
| 1.1 | Program | The educational program enhances each child's learning and development. | 1.1 | An approved learning framework informs the development of a curriculum that 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. | 1.1.1 | 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. | 1.1.2 | Each child's current knowledge, 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. | 1.1.3 | The program, including routines, is organised in ways that maximise opportunities for each child's learning. |
| 1.2 | Practice | Educators facilitate and extend each child's learning and development. | 1.1, 1.2 | 1.1: [see above] 1.2: Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child. |

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| 1.2.1 | Intentional teaching [Newly delineated concept] | Educators are deliberate, purposeful, and thoughtful in their decisions and actions. | | [Current element 1.2.2 was split into revised 1.2.1 and 1.2.2. Current element 1.2.2 maps more directly to revised 1.2.2] |
| 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. | 1.2.2 | Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning. |
| 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. | 1.1.6 | Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world. |
| 1.3 | Assessment and planning | Educators and co-ordinators take a planned and reflective approach to implementing the program for each child. | 1.1, 1.2 | [See above] |
| 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. | 1.2.1 | Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation. |
| 1.3.2 | Critical reflection | Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation. | 1.2.3 | Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program. |
| 1.3.3 | Information for families | Families are informed about the program and their child's progress. | 1.1.4 | The documentation about each child's program and progress is available to families. |

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| QA2 Children's health and safety | | | | |
| 2.1 | Health | Each child's health and physical activity is supported and promoted | 2.1, 2.2, 2.1.1 | 2.1: Each child's health is promoted. 2.2: Healthy eating and physical activity are embedded in the program for children. 2.1.1: Each child's health needs are supported. |
| 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 | Each child's comfort is provided for and there are 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. | 2.1.4 | Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines. |
| | | | 2.1.3 | Effective hygiene practices are promoted and implemented. |
| 2.1.3 | Healthy lifestyle | Healthy eating and physical activity are promoted and appropriate for each child. | 2.2.1 | Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child. |
| | | | 2.2.2 | Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child. |

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| 2.2 | Safety | Each child is protected. | 2.3 | Each child is protected. |
| 2.2.1 | Supervision | At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. | 2.3.1 | Children are adequately supervised at all times. |
| | | | 2.3.2 | Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury. |
| 2.2.2 | Incident and emergency management | Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. | 2.3.3 | 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. | 2.3.4 | Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect. |

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| QA3 Physical environment | | | | |
| 3.1 | Design | The design of the facilities is appropriate for the operation of a service. | 3.1 | The design and location of the premises is appropriate for the operation of a service. |
| 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. | 3.1.1 | Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose. |
| 3.1.2 | Upkeep | Premises, furniture and equipment are safe, clean and well maintained. | 3.1.2 | Premises, furniture and equipment are safe, clean and well maintained. |
| 3.2 | Use | The service environment is inclusive, promotes competence and supports exploration and play-based learning. | 3.2, 3.3 | 3.2: The environment is inclusive, promotes competence, independent exploration and learning through play. 3.3: The service takes an active role in caring for its environment and contributes to a sustainable future. |
| 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. | 3.2.1 | Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments. |

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| | | | 3.1.3 | 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. |
| 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. | 3.2.2 | 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. |
| 3.2.3 | Environmentally responsible | The service cares for the environment and supports children to become environmentally responsible. | 3.3 | [See above at standard 3.2] |
| | | | 3.3.2 | Children are supported to become environmentally responsible and show respect for the environment. |

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| QA4 Staffing arrangements | | | | |
| 4.1 | Staffing arrangements | Staffing arrangements enhance children's learning and development. | 4.1 | Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing. |
| 4.1.1 | Organisation of educators | The organisation of educators across the service supports children's learning and development | 4.1.1 | Educator-to-child ratios and qualification requirements are maintained at all times. [Revised element 4.1.1 is broader at the Meeting level than current element 4.1.1]. |
| 4.1.2 | Continuity of staff | Every effort is made for children to experience continuity of educators at the service. | 7.1.3 | Every effort is made to promote continuity of educators and co-ordinators at the service. |

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| 4.2 | Professionalism | Management, educators and staff are collaborative, respectful and ethical. | 4.2 | Educators, co-ordinators and staff members are respectful and ethical. |
| 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 | Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships. |
| | | | 4.2.3 | Interactions convey mutual respect, equity and recognition of each other's strengths and skills. |
| 4.2.2 | Professional standards | Professional standards guide practice, interactions and relationships. | 4.2.1 | Professional standards guide practice, interactions and relationships. |

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| QA5 Relationships with children | | | | |
| 5.1 | Relationships between educators and children | Respectful and equitable relationships are maintained with each child. | 5.1 | Respectful and equitable relationships are developed and 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. | 5.1.1 | Interactions with each child are warm, responsive and build trusting relationships. |
| | | | 5.1.3 | Each child is supported to feel secure, confident and included. |
| 5.1.2 | Dignity and rights of the child | The dignity and rights of every child are maintained. | 5.2.3 | The dignity and rights of every child are maintained at all times. |
| 5.2 | Relationships between children | Each child is supported to build and maintain sensitive and responsive relationships. | 5.2 | Each child is supported to build and maintain sensitive and responsive relationships with other children and adults. |
| 5.2.1 | Collaborative learning | Children are supported to collaborate, learn from and help each other. | 5.2.1 | Each child is supported to work with, learn from and help others through collaborative learning opportunities. |
| 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. | 5.2.2 | Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. |

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| 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, 6.2 | 6.1: Respectful supportive relationships with families are developed and maintained. 6.2: Families are supported in their parenting role and their values and beliefs about child rearing are respected. |
| 6.1.1 | Engagement with the service | Families are supported from enrolment to be involved in the service and contribute to service decisions. | 6.1.1 | There is an effective enrolment and orientation process for families. |
| | | | 6.1.2 | Families have opportunities 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. | 6.2.1 | The expertise of families is recognised and they 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. | 6.2.2 | Current information is available to families about community services and resources to support parenting and family wellbeing. |
| | | | 6.1.3 | Current information about the service is available to families. |

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| 6.2 | Collaborative partnerships | Collaborative partnerships enhance children's inclusion, learning and wellbeing. | 6.3, 6.3.3 | 6.3: The service collaborates with other organisations and service providers to enhance children's learning and wellbeing. 6.3.3: Access to inclusion and support assistance is facilitated. |
| 6.2.1 | Transitions | Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities. | 6.3.2 | Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities. |
| 6.2.2 | Access and participation | Effective partnerships support children's access, inclusion and participation in the program. | 6.3.3 | Access to inclusion and support assistance is facilitated. |
| 6.2.3 | Community engagement | The service builds relationships and engages with its local community. | 6.3.4 | The service builds relationships and engages with their local community. |

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| QA7 Governance and Leadership | | | | |
| 7.1 | Governance | Governance supports the operation of a quality service. | 7.1.1, 7.2, 7.3 | 7.1.1: Appropriate governance arrangements are in place to manage the service. 7.2: There is a commitment to continuous improvement. 7.3: Administrative systems enable the effective management of a quality service. |
| 7.1.1 | Service philosophy and purpose | A statement of philosophy guides all aspects of the service's operations. | 7.2.1 | A statement of philosophy is developed and 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. | 7.3.1 | Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements. |

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| | | | 7.3.2 | Administrative systems are established and maintained to ensure the effective operation of the service. |
| | | | 7.3.3 | 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 the legislation. |
| | | | 7.3.4 | Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner. |
| | | | 7.3.5 | Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly. |
| | | | 7.1.5 | Adults working with children and those engaged in management of the service or residing on the premises are fit and proper. |
| 7.1.3 | Roles and responsibilities | Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service. | 7.1.2 | The induction of educators, co-ordinators and staff members is comprehensive. [Revised element 7.1.3 is broader than current 7.1.2] |

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| 7.2 | Leadership | Effective leadership builds and promotes a positive organisational culture and professional learning community. | 7.1 | Effective leadership promotes a positive organisational culture and builds a professional learning community. |
| 7.2.1 | Continuous improvement | There is an effective self-assessment and quality improvement process in place. | 7.2.3 | An effective self-assessment and quality improvement process is 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. | 7.1.4 | 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. |
| 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. | 7.2.2 | The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement. |