


NQS-QA7 Governance and Leadership Policy	
Policy Number:	12.37
Policy Category:	Childcare Centre
Authorised by:	Res-2026-05-139
Date approved:	21 May 2026
Review Date:	21 May 2028



**Longreach
Regional Council**

SCOPE

This policy and its associated documents provide a framework to guide all actions for the Approved Provider, nominated Supervisor, all team members, children, parents, volunteers, contractors and any visitors to the service.

Failure to adhere to this policy, or any of its associated documents, may result in disciplinary action being taken up to and including termination of employment for personnel, refusal of service for clients, and/or the dissolving of contractual agreements with suppliers, contractors and/or individuals outside of our service.

INTRODUCTION

The purpose of this policy is to detail our approach to effective leadership and governance, which is vital in providing high quality care and education for children and families.

This policy relates to:

- Service governance and management,
- Service vision and philosophy,
- Educational Leadership, and
- Employee performance.

This policy relates to the National Quality Standard (NQS) Quality Area 7: Governance and leadership.

POLICY STATEMENT

GOVERNANCE

- We have a vision in place to express the overall direction and identity of our service.
- This vision is realised through our policies, philosophy and planning.
- As part of our commitment to strong partnerships with service stakeholders, we develop our service philosophy in collaboration with children, families and the community. This captures our collective beliefs and values, and guides pedagogy, decision making and continuous improvement.
- Our philosophy sets a benchmark for excellence in the areas of curriculum and pedagogy and provides a shared understanding of service expectations to which we hold ourselves accountable.

- Our service operates in ethically responsible ways evidenced through the governance of our service and illustrated through documentation of management systems and decision making.
- Our Nominated Supervisor and Educational Leader work together to ensure management strategies operate as enablers for high quality curriculum planning and continuous improvement.
- Our service adheres to mandatory reporting requirements.
- We ensure all staff, including our Nominated Supervisor, are fit for their role at all times to protect children against risk to their safety and wellbeing.
- Systems to support service excellence extends to areas of customer service, including enrolment and orientation, account management, confidentiality and management of personal records, and operational compliance.
- We view such systems as working alongside high quality practice, where each supports the other to operate successfully.
- We welcome family and community feedback on our governance and management systems, viewing their perspectives as opportunities for positive change and improvements. In cases where a grievance is expressed, we have appropriate procedures in place to resolve concerns.
- Part of our effective governance and system management is role clarity.
- A comprehensive onboarding process ensures all staff understand mutually agreed upon performance standards from when they are engaged at the service. This is regularly reviewed against performance to ensure ongoing suitability for the role, and appropriate development plans are put in place if required.
- Role clarity enables effective team communication, and an overall team culture where each individual is valued for the unique contribution they make to the service.

LEADERSHIP

- Our team understands that change is inevitable and essential for our service to realise its vision.
- We view change as a process rather than an event.
- Changes are managed strategically to develop a climate and culture where improvement is part of a routine collaborative review of current practice and policy.
- Our service Quality Improvement Plan (QIP) is the tool used to document and drive high quality practice. This involves creating long term goals that capture forward thinking about curriculum.
- These goals align with our vision and philosophy; these are the 'how', the mission today that drives the vision of the future.
- We view the cycle of change and practice improvement as continuous, where regular self-assessment seeks the perspectives of children, families, educators and the community. This drives reflection on quality, painting a picture of current and possible practice.
- A culture of critical reflection determines quality improvement needs, enabling the team to identify their own strengths and areas that need improving or changing, rather than having change imposed.
- The team has ownership over the improvement direction of their pedagogical practices and are empowered to take action.

- Our processes of continuous improvement gain momentum through our leadership team understanding and communicating the mandatory requirements, including how we implement mandatory requirements in practice. In this way, these processes become a way for our leaders to enable proactive practice change, for the purpose of achieving high quality outcomes for children and their families.
- Our service has an appointed Educational Leader. This individual has a strong professional identity, demonstrating an ongoing understanding of how beliefs and experience influence perspectives on educational practice, and how this manifests in educational practice and curriculum decision making.
- We value currency of professional knowledge as central to Educational Leadership, and critical to leading others in the development and implementation of the educational program and assessment and planning cycle.
- The Educational Leader demonstrates integrity in practice, meaning there is a coherence between what they say and what they do; they are principled and honest in their role.
- This leader acts as coach and mentor to the team, identifying opportunities for professional growth, and then moving to action this. This encourages each educator to take the lead in their own professional learning, to reflect on where they can build strengths and develop their knowledge.
- The position of the Educational Leader at our service grants influence as a pedagogical decision maker, resulting in a positive impact on the lives of children and their families at our service.
- Our service upholds a culture of learning for both children and adults.
- We are committed to professional dialogue for learning and curriculum development that is ongoing and contextualised.
- New knowledge is translated into practice and monitored over time.
- We establish a supportive and safe professional environment that provides opportunity to sustain and embed learning.
- As part of our professional development strategy we acknowledge the importance of advocating and networking with other early learning experts. This works to break down the barriers to professional isolation, working together as a community to think through new knowledge and practices.
- Our service understands that staff performing to the best of their ability is critical to the ongoing success of our education and care program.
- We base professional reviews on performance rather than prescriptive approaches to practice.
- We provide regular feedback on role requirements and recognise and celebrate achievements.
- Reviews are an opportunity for positive and productive communication between managers and staff, and provide the opportunity for staff to negotiate their own career development via a professional learning plan. This approach results in improved motivation and job satisfaction.

RELATED POLICY DOCUMENTS

- QA 7 Prevention and detection of fraud Policy and its related procedures
- QA 1 Educational program and practice Policy and its related procedures

- QA 5 Relationships with children Policy and its related procedures
- QA 4 Staffing arrangements Policy and its related procedures
- QA 2 Children’s health and safety Policy and its related procedures
- QA 2 Child protection Policy and its related procedures
- QA 3 Physical environments Policy and its related procedures

DEFINITIONS AND ACRONYMS

Curriculum - Curriculum: in the early childhood setting curriculum includes all the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children’s learning, development and wellbeing. (Adapted from Te Whariki, NZ Ministry of Education 2017; EYLF v2.0, 2022, p. 65).

Governance – provides guidance to leaders on being accountable when overseeing the work of an organization in ethically responsible ways (Waniganayake et al, 2012).

Pedagogy - is the art, craft and science of educating. Pedagogy is the foundation for educators’ professional practice, especially those aspects that involve building and nurturing relationships, curriculum decision-making, teaching and learning (EYLF v2.0, 2022, p. 67).

Educational program: A program that:

- is based on an approved learning framework; and
- is delivered in a manner that accords with the approved learning framework; and
- is based on the developmental needs, interests and experiences of each child; and
- is designed to take into account the individual differences of each child (NQF, 2023, p. 678).

Quality Improvement Plan (QIP) – the document used to record continuous assessment and goal setting against the National Quality Standard and approved learning frameworks.

Authorised by resolution as at 21 May 2026:



Brett Walsh
Chief Executive Officer

LINKS TO STANDARDS AND REGULATIONS

This policy relates to the National Quality Standard (NQS) Quality Area 7: Governance and leadership.

Standard/ Elements	Concept	Descriptor
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.

This policy relates to the following law and national regulations:

Standard/ Elements	Concept	Related law and national regulations
QA7		Governance and leadership
7.1	Governance	<p>Governance supports the operation of a quality service.</p> <p>Section 21 Reassessment of fitness and propriety</p> <p>Section 51(2) Conditions on service approval (FDC co-ordinators)</p> <p>Section 56 Notice of addition of Nominated Supervisor</p> <p>Section 56A Notice of change of a Nominated Supervisor's name or contact details</p> <p>Section 161 Offence to operate education and care service without Nominated Supervisor</p> <p>Section 161A Offence for Nominated Supervisor not to meet prescribed minimum requirements</p> <p>Section 162 Offence to operate education and care service unless responsible person is present</p> <p>Section 162A Persons in day-to-day charge and Nominated Supervisors to have child protection training</p> <p>Section 163 Offence relating to appointment or engagement of family day care co-ordinators</p> <p>Section 164 Offence relating to assistance to family day care educators</p> <p>Section 164A Offence relating to the education and care of children by family day care service</p>

		<p>Section 165 Offence to inadequately supervise children</p> <p>Section 166 Offence to use inappropriate discipline</p> <p>Section 167 Offence relating to protection of children from harm and hazards</p> <p>Section 168 Offence relating to required programs</p> <p>Section 169 Offence relating to staffing arrangements</p> <p>Section 170 Offence relating to unauthorised persons on education and care service premises</p> <p>Section 171 Offence relating to direction to exclude inappropriate persons from education and care service premises</p> <p>Section 172 Offence to fail to display prescribed information</p> <p>Section 173 Offence to fail to notify certain circumstances to Regulatory Authority</p> <p>Section 174 Offence to fail to notify certain information to Regulatory Authority</p> <p>Section 174A Family day care educator to notify certain information to approved provider</p> <p>Section 175 Offence relating to requirement to keep enrolment and other documents</p> <p>Section 188 Offence to engage person to whom prohibition notice applies</p> <p>Section 269 Register of family day care educators, co-ordinators and assistants</p> <p>Regulation 158 Children’s attendance record to be kept by approved provider</p> <p>Regulation 159 Children’s attendance record to be kept by family day care educator</p> <p>Regulation 160 Child enrolment records to be kept by approved provider and family day care educator</p> <p>Regulation 161 Authorisations to be kept in enrolment record</p> <p>Regulation 162 Health information to be kept in enrolment record</p> <p>Regulation 163 Residents at family day care residence and family day care educator assistants to be fit and proper persons</p> <p>Regulation 164 Requirement for notice of new persons at residence</p> <p>Regulation 165 Record of visitors</p> <p>Regulation 166 Children not to be alone with visitors</p> <p>Regulation 167 Record of service’s compliance</p> <p>Regulation 168 Education and care service must have policies and procedures</p> <p>Regulation 169 Additional policies and procedures</p>
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7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community
		Regulation 31 Condition on service approval-quality improvement plan Regulation 55 Quality improvement plans Regulation 56 Review and revision of quality improvement plans

ACKNOWLEDGEMENTS AND REFERENCES

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DOCUMENT CONTROL

Version	Date Reviewed	Modifications	Next Policy Review Date	Role responsible for review
1.1	May, 2022	Added Related Policy Documents section	Q2, 2024	SPI Team
1.2	Nov 2024	Updated definitions to reflect the latest version of EYLF. Updated format to improve engagement and readability. Updated references and links.	Q4, 2026	Policy Manager