### OSHC Learning Outcomes and National Quality Standards

<table>
<thead>
<tr>
<th>Learning Outcome 1</th>
<th>Learning Outcome 2</th>
<th>Learning Outcome 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children have a strong sense of Identity</td>
<td>Children are connected with and contribute to their world</td>
<td>Children have a strong sense of wellbeing</td>
</tr>
<tr>
<td>☐ 1.1 children feel safe, secure and supported</td>
<td>☐ 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation</td>
<td>☐ 3.1 Children become strong in their social and emotional wellbeing</td>
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<tr>
<td>☐ 1.2 Children develop their autonomy, inter-dependence, resilience and sense of agency</td>
<td>☐ 2.2 Children respond to diversity with respect</td>
<td>☐ 3.2 Children take increasing responsibility for their own health and physical wellbeing</td>
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<tr>
<td>☐ 1.3 Children develop knowledgeable and confident self identities</td>
<td>☐ 2.3 Children become aware of fairness</td>
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<tr>
<td>☐ 1.4 Children learn to interact in relation to others with care, empathy and respect</td>
<td>☐ 2.4 Children become socially responsible and show respect for the environment</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Learning Outcome 4</th>
<th>Learning Outcome 5</th>
<th>Practices</th>
<th>Principles</th>
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</thead>
</table>
| Children are confident and involved communicators | Children are effective communicators | - Holistic approaches  
- Responsiveness to children  
- Learning through play  
- Intentional teaching  
- Learning environments  
- Cultural competence  
- Continuity of learning and transitioning  
- Assessment for learning | - Secure, respectful and reciprocal relationships  
- Partnerships with Families  
- High expectations and equality  
- Respect for diversity  
- Ongoing learning and reflective practice |
| ☐ 4.1 Children develop dispositions such as curiosity, cooperation, confidence, commitment, enthusiasm, persistence, imagination and reflexivity | ☐ 5.1 Children interact verbally and non-verbally with others for a range of purposes and gain meaning from these texts | |
| ☐ 4.2 Children use a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating | ☐ 5.2 Children engage with a range of texts and gain meaning from these texts | |
| ☐ 4.3 Children transfer and adapt what they have learned from one context to another | ☐ 5.3 Children collaborate with others, express ideas and make meaning using a range of media and communication technologies | |
| ☐ 4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed Materials | | |

### National Quality Standards

**NQS 1 Educational Program and Practices**

1.1 An approved learning framework informs the development of a curriculum that enhances each child’s learning and development
1.2 Educators and coordinators are focused, active and reflectiveness in designing and delivering the program for each child

**NQS 2 Children's Health and Safety**

2.1 Each child’s health is promoted
2.2 Healthy eating and physical activity are embedded in the program for children
2.3 Each child is protected

**NQS 3 Physical Environment**

3.1 The design and location of the premises is appropriate for the operation of a service
3.2 The environment is inclusive, promotes competence, independence exploration and learning through play
3.3 The service takes an active role in caring for its environment and contributions to a sustainable future

**NQS 4 Staffing Arrangements**

4.1 Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing
4.2 Educators, coordinators and staff members are respectful and ethical

**NQS 5 Relationships with children**

5.1 Respectful and equitable relationships are developed and maintained with each child
5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults

**NQS 6 Collaborative partnerships with families and communities**

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
6.3 The service collaborates with other organisations and service providers to enhance children’s learning and wellbeing

**NQS 7 Leadership and Service Management**

7.1 Effective leadership promotes a positive organisations culture and builds a professional learning community
7.2 There is a commitment to continuous improvement
7.3 Administrative systems enable the effective management of a quality service