

Early Childhood National Frameworks

Mapping tool



Acknowledgement of Country

The Australian Institute for Teaching and School Leadership (AITSL) acknowledges the Traditional Custodians of the lands, sea countries, and waterways from across Australia. We pay our respect to Aboriginal and Torres Strait Islander histories and living cultures; and to Elders past and present.

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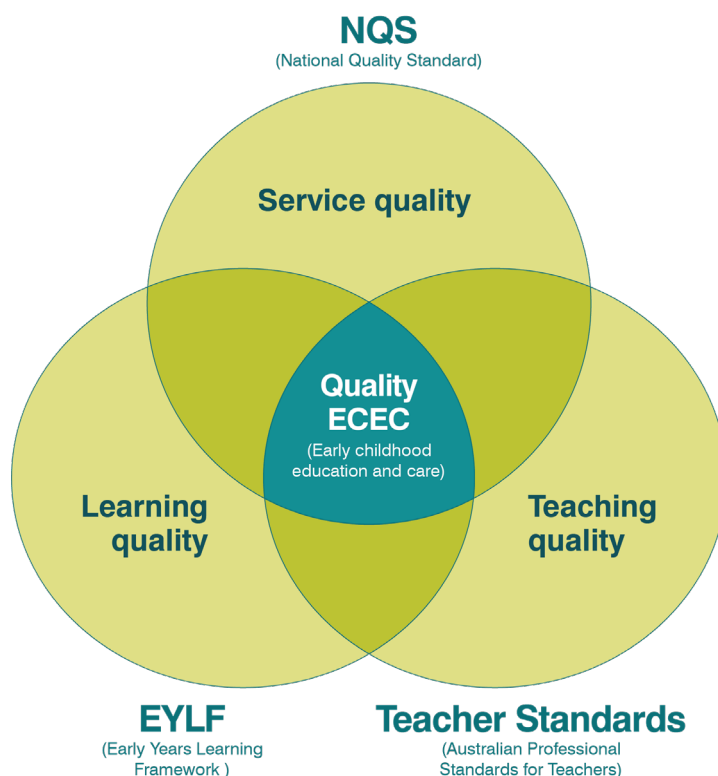
AITSL was formed to provide national leadership for the Commonwealth, state and territory governments in promoting excellence in the profession of teaching and school leadership with funding provided by the Australian Government.

Early Childhood National Frameworks

Mapping tool

Early childhood services will be familiar with the [National Quality Framework](#) (NQF), which is designed to enhance the quality of early childhood education and care (ECEC) services. By seeing the connections between the NQF and the [Australian Professional Standards for Teachers](#) (Teacher Standards), teachers and services can build a comprehensive approach that supports children's learning and development.

The Australian Institute for Teaching and School Leadership (AITSL) in collaboration with the Australian Children's Education and Care Quality Authority (ACECQA) has created a mapping tool that connects the Teacher Standards to the [National Quality Standard](#) (NQS) and [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#) (EYLF) V2.0 2022. This mapping tool defines the objectives, purposes, and relevance of the Teacher Standards, NQS, and the EYLF in connection to ECEC services. It is designed to help early childhood teachers build their own understandings and to guide early childhood leaders and employers in providing the support needed for teachers to work effectively across the standards and framework.



What is the National Quality Framework?

The NQF establishes a national standard on regulation, assessment and quality improvement. The NQS and the EYLF are integrated within the NQF.

It is comprised of the [National Law](#) and [National Regulations](#), the NQS, which includes the assessment and rating of services against the standard, and approved learning frameworks. The EYLF is the approved learning framework for young children from birth to 5 years of age.



National Quality Standard (NQS)

Sets a national benchmark for the **quality of education and care provided at services** and includes 7 quality areas that are important to outcomes for children.

Early Years Learning Framework for Australia (EYLF)

Establishes **learning quality** principles, practices, and outcomes for young children in prior-to-school age settings.

What are the Teacher Standards?

The Teacher Standards are a public statement describing **teacher quality**. There are 7 standards, each with 4 career stages.

The Teacher Standards are aimed at all teachers, including early childhood teachers. Teachers can use the Teacher Standards to identify areas of growth depending on their career stage and level of expertise.



Summary

The table below outlines key elements of the standards and framework and can help you understand how each is used in practice.

Teacher Standards	NQS	EYLF
<p>What is it? A public statement describing teacher quality.</p> <p>Objective: To define the work of teachers and make clear the elements of high-quality and effective teaching that will improve educational outcomes for learners.</p> <p>Rationale: To ensure teachers provide high-quality education to students, promoting effective teaching practices that lead to positive learning outcomes.</p> <p>Includes: 7 Standards organised into 4 different career stages: Graduate, Proficient, Highly Accomplished, and Lead.</p> <p>Use: Teachers generally need to evidence certain requirements of the Teacher Standards to become a fully registered teacher or achieve voluntary Highly Accomplished and Lead teacher (HALT) certification where this is available. The Teacher Standards are also an important tool for self-assessment and self-reflection to inform professional learning.</p>	<p>What is it? A standard to support ECEC service quality.</p> <p>Objective: To set a high national benchmark for early childhood education and outside school hours care services in Australia.</p> <p>Rationale: To support families and approved providers with a detailed understanding of children's education and care requirements, objectives, outcomes, and expectations.</p> <p>Includes: 7 quality areas that are important to outcomes for children.</p> <p>Use: Services are assessed and rated by their regulatory authorities against the NQS and given a quality rating for each of the 7 quality areas and an overall rating based on these results.</p>	<p>What is it? A national early years quality learning framework.</p> <p>Objective: All children engage in learning that promotes confident and creative individuals and successful lifelong learners. They are active and informed members of their communities with knowledge of Aboriginal and Torres Strait Islander perspectives.</p> <p>Rationale: To support early childhood providers, teachers and educators to extend and enrich children's learning from birth to 5 years of age and through the transition to school.</p> <p>Includes: A Vision, Principles, Practices, and Learning Outcomes that place children's learning at the core.</p> <p>Use: Supports a model for curriculum decision-making as part of an ongoing cycle. Teachers and educators work in partnership with families, using the EYLF Learning Outcomes to guide their planning for children's learning and progress.</p>

Mapping the Teacher Standards with the NQS and the EYLF

Note: this is a high-level mapping table. Early childhood teachers, leaders, and employers may find other connections between the Teacher Standards, NQS and the EYLF that suit their context, children, and community.

Teacher Standards	NQS	EYLF		
Standards across career stages	Standard	Principles	Practices	Learning outcomes
1. Know students and how they learn	<p>3.1 The design of the facilities is appropriate for the operation of a service</p> <p>3.2 The service environment is inclusive, promotes competence and supports exploration and play-based learning</p> <p>5.1 Respectful and equitable relationships are maintained with each child</p>	<ul style="list-style-type: none"> • Respect for diversity • Aboriginal and Torres Strait Islander perspectives • Equity, inclusion and high expectations 	<ul style="list-style-type: none"> • Responsiveness to children • Cultural responsiveness 	<p>Children:</p> <ul style="list-style-type: none"> • have a strong sense of identity • are connected with and contribute to their world • have a strong sense of wellbeing • are confident and involved learners • are effective communicators.
2. Know the content and how to teach it	<p>1.1 The educational program enhances each child's learning and development</p>		<ul style="list-style-type: none"> • Holistic integrated and interconnected approaches 	
3. Plan for and implement effective teaching and learning	<p>1.2 Educators facilitate and extend each child's learning and development</p> <p>5.2 Each child is supported to build and maintain sensitive and responsive relationships</p>	<ul style="list-style-type: none"> • Equity, inclusion and high expectations • Sustainability 	<ul style="list-style-type: none"> • Play-based learning and intentionality 	

Teacher Standards		NQS	EYLF	
Standards across career stages	Standard	Principles	Practices	Learning outcomes
4. Create and maintain supportive and safe learning environments	<p>2.1 Each child's health and physical activity is supported and promoted</p> <p>2.2 Each child is protected</p> <p>3.1 The design of the facilities is appropriate for the operation of a service</p> <p>4.1 Staffing arrangements enhance children's learning and development</p> <p>7.1 Governance supports the operation of a quality service</p>	<ul style="list-style-type: none"> Secure, respectful, and reciprocal relationships 	<ul style="list-style-type: none"> Learning environments 	<p>Children:</p> <ul style="list-style-type: none"> have a strong sense of identity are connected with and contribute to their world have a strong sense of wellbeing are confident and involved learners are effective communicators.
5. Assess, provide feedback, and report on student learning	<p>1.3 Educators and co-ordinators take a planned and reflective approach to implementing the program for each child</p>		<ul style="list-style-type: none"> Continuity of learning and transitions Assessment and evaluation for learning, development, and wellbeing 	
6. Engage in professional learning	<p>7.2 Effective leadership builds and promotes a positive organisational culture and professional learning community</p>	<ul style="list-style-type: none"> Critical reflection and ongoing professional relationships 	<ul style="list-style-type: none"> Evaluation 	
7. Engage professionally with colleagues, parents/carers and the community	<p>4.2 Management, educators, and staff are collaborative, respectful, and ethical</p> <p>6.1 Respectful relationships with families are developed and maintained and families are supported in their parenting role</p> <p>6.2 Collaborative partnerships enhance children's inclusion, learning, and wellbeing</p>	<ul style="list-style-type: none"> Partnerships Collaborative leadership and teamwork 		

Terminology

The Teacher Standards were developed with a focus on school-based teaching. The glossary below offers some language changes to help the Teacher Standards be more inclusive of all teachers, including early childhood and other teachers based in all learning contexts. It explains key terms used throughout the Teacher Standards, reflecting how they apply in early childhood learning environments.

Teaching Standards term	Also refers to	Explanation
Students	Learners	Learners includes: <ul style="list-style-type: none"> • students taught by a teacher in a school • children taught by a teacher in an early childhood setting • students/children taught by a teacher in other educational settings.
School	Service or setting	Service or setting, includes: <ul style="list-style-type: none"> • schools • ECEC services • other locations where teaching and learning occur.
Lesson	Learning	Learning includes: <ul style="list-style-type: none"> • lessons taught by a teacher in a school • play-based learning experiences taught by a teacher in an early childhood setting • lessons or learning opportunities taught by a teacher in other education settings.
Classroom	Learning environments	The environments where learning takes place, including: <ul style="list-style-type: none"> • classrooms in schools • learning environment in ECEC services • other areas where teaching and learning occurs.



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