Glen Iris Child Care and Kindergarten

GI-015 - Governance and Management

Policy Number	GI-015
Quality Area	QA7 – Governance and Leadership
National Law	s.168 • s.172 • s.173 • s.174
National Regulations	Regs. 168 • 170–172 • 173 • 177 • 181–184
Related NQS	QA7.1.1 • QA7.1.2 • QA7.1.3 • QA7.2.1 • QA7.2.2 • QA7.2.3
EYLF V2.0	Principles – Partnerships • Equity, Inclusion and High Expectations • Collaborative Leadership and Teamwork
Victorian Child Safe Standards:	Standards 2, 4, 6, 8, 10 & 11
Version:	1.0
Approved By:	Centre Director
Approved Date:	July 2026
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OUR COMMITMENT

At **Glen Iris Child Care and Kindergarten**, we believe that strong governance creates the foundation for high-quality education and care. Effective leadership, ethical decision-making and clear accountability ensure that children, families and educators are supported in a safe, inclusive and professional environment.

We are committed to fostering a culture of collaboration, transparency and continuous improvement where decisions are guided by the best interests of children. Through reflective leadership, strong partnerships and shared responsibility, we strive to maintain a service that exceeds regulatory requirements and delivers positive outcomes for every child and family.

LEGISLATIVE INTENT

This policy supports Glen Iris Child Care and Kindergarten in meeting its obligations under the Education and Care Services National Law and National Regulations by establishing effective governance, leadership and management systems that promote children's safety, wellbeing, learning and development. It also reflects the principles of continuous improvement, ethical practice and organisational accountability within the National Quality Framework.

PURPOSE

The purpose of this policy is to outline the governance and management systems that guide the operation of Glen Iris Child Care and Kindergarten. It establishes clear roles, responsibilities and decision-making processes to ensure the service operates in compliance with legislative requirements while maintaining a culture of continuous improvement, professional leadership and quality outcomes for children, families and educators.

WHO THIS POLICY APPLIES TO

This policy applies to:

- Approved Providers
- Centre Director
- Nominated Supervisor
- Responsible Persons
- Educational Leader
- 2IC and 3IC
- Educators
- Administration Team
- Students and Volunteers
- Families

DEFINITIONS

Governance
The systems, processes and leadership practices used to direct, manage and monitor the operation of the service.

Continuous Improvement
An ongoing process of evaluating practice, reflecting on feedback and implementing changes to improve outcomes for children, families and educators.

Critical Reflection
A thoughtful and intentional process of examining practice, questioning assumptions and using evidence to inform improvements.

Responsible Person
A person placed in day-to-day charge of the service in accordance with the Education and Care Services National Law.

WHY THIS POLICY MATTERS

Effective governance is essential to delivering safe, high-quality education and care. Strong leadership promotes a positive organisational culture where children are at the centre of decision-making, educators are supported to grow professionally and families are valued as partners.

At Glen Iris Child Care and Kindergarten, governance extends beyond legislative compliance. It is reflected in transparent communication, ethical leadership, collaborative decision-making and an ongoing commitment to continuous improvement. By regularly evaluating our practices and engaging with children, families and educators, we strengthen our service and enhance outcomes for our community.

GUIDING PRINCIPLES

Glen Iris Child Care and Kindergarten is committed to governance practices that:

- Place children's safety, wellbeing and learning at the centre of all decision-making.
- Promote ethical, transparent and accountable leadership.
- Foster a culture of collaboration, respect and shared responsibility.
- Support continuous improvement through reflection, evaluation and evidence-informed practice.
- Value the perspectives of children, families, educators and the wider community.
- Ensure legislative compliance while striving for excellence.
- Encourage professional growth and leadership development.
- Promote inclusion, equity and cultural responsiveness throughout the service.

OUR POLICY

Glen Iris Child Care and Kindergarten is committed to maintaining effective governance and management systems that support high-quality education and care.

Our governance framework promotes responsible leadership, clear accountability and collaborative decision-making. We ensure all legislative obligations are met while fostering a culture where continuous improvement, reflective practice and professional integrity are embedded in everyday operations.

Leadership at our service is guided by our philosophy, the National Quality Framework and the best interests of children. We actively engage educators, families and children in shaping our service to ensure our practices remain responsive, inclusive and relevant to our community.

HOW WE PUT THIS POLICY INTO PRACTICE

Leadership and Governance

Glen Iris Child Care and Kindergarten will:

- Maintain effective governance systems that support compliance and quality improvement.
- Clearly define leadership roles and responsibilities.
- Ensure decisions are made ethically, transparently and in the best interests of children.
- Promote a positive organisational culture built on trust, respect and accountability.
- Review governance practices regularly to ensure they remain effective.

Strategic Planning and Continuous Improvement

The service will:

- Maintain and regularly review the Quality Improvement Plan (QIP).
- Use critical reflection to identify strengths and areas for improvement.
- Analyse feedback from children, families, educators and the community.
- Set measurable goals and monitor progress.
- Celebrate achievements and share improvements with stakeholders.

Legislative Compliance

The leadership team will:

- Monitor changes to legislation and regulatory requirements.
- Review policies and procedures annually or as required.

- Ensure required records and documentation are accurate and current.
- Notify the Regulatory Authority of required matters within legislative timeframes.
- Maintain compliance with all licensing and operational requirements.

Leadership Development

Glen Iris Child Care and Kindergarten will:

- Encourage educators to develop leadership skills.
- Provide mentoring and coaching opportunities.
- Support professional development aligned with individual goals and service priorities.
- Promote succession planning by providing opportunities for educators to take on leadership responsibilities.
- Recognise and celebrate leadership achievements.

Communication and Decision-Making

The service will:

- Foster open, honest and respectful communication.
- Encourage collaboration across all teams.
- Ensure important decisions are communicated clearly to educators and families.
- Seek feedback before implementing significant changes where appropriate.
- Maintain confidentiality when managing sensitive information.

Risk Management

Leadership will:

- Identify and monitor operational risks.
- Review incidents, complaints and feedback to identify trends.
- Implement strategies to minimise risks.
- Ensure emergency management procedures remain current.
- Monitor the effectiveness of governance systems through regular review.

Digital safety/Socials

- Obtain family authorisation for photographs and media.
- Use digital platforms responsibly.
- Ensure children's information remains confidential.
- Educate children about safe and respectful use of technology where appropriate.

Compliance with Victorian Kindergarten Funding Requirements

The service will:

• Comply with the Victorian Government Kindergarten Funding Guide and Kindergarten Funding Agreement requirements when delivering funded Three-Year-Old and Four-Year-Old Kindergarten programs.

• Maintain governance systems that support accountability, transparency and responsible management of kindergarten funding.

• Ensure policies, procedures and operational practices reflect current Victorian Government funding requirements and are reviewed following legislative or funding changes.

• Maintain accurate records and documentation to demonstrate compliance with funding agreements, audits and Department of Education requirements.

• Ensure families are provided with clear information regarding funded kindergarten programs, enrolment processes and applicable fees.

• Support continuous improvement through regular review of funded kindergarten practices, policies and service operations.

ROLES & RESPONSIBILITIES

Approved Provider

Will:

- Ensure the service complies with all legislative requirements.
- Provide strategic direction and oversight.
- Allocate appropriate resources.
- Monitor governance effectiveness.
- Support continuous improvement initiatives.

Centre Director

Will:

- Lead the day-to-day operation of the service.
- Promote a positive organisational culture.
- Ensure policies and procedures are implemented consistently.
- Support educators through mentoring and professional development.
- Lead critical reflection and quality improvement.
- Build strong relationships with families and the community.

Educational Leader

Will:

- Support curriculum development and reflective practice.
- Mentor educators to strengthen teaching practices.
- Encourage professional collaboration.
- Promote ongoing improvement of the educational program.

2IC and 3IC

Will:

- Support the Centre Director in leadership responsibilities.
- Assist with operational management.
- Provide guidance and support to educators.
- Promote consistent implementation of service policies and procedures.

Educators

Will:

- Work collaboratively with colleagues.
- Uphold the service philosophy and Code of Conduct.
- Participate in professional learning and reflective practice.
- Contribute to quality improvement initiatives.
- Maintain respectful relationships with children, families and colleagues.

Administration Team

Will:

- Maintain accurate service records.
- Support governance and compliance processes.
- Assist with enrolments, documentation and communication.
- Ensure confidential information is managed appropriately.

Families

Will:

- Engage in respectful partnerships with the service.
- Participate in surveys, feedback opportunities and meetings.
- Share information that supports their child's wellbeing.
- Contribute ideas for service improvement.

Glen Iris Child Care and Kindergarten in Practice

At Glen Iris Child Care and Kindergarten, governance is more than compliance, it is the foundation of how we work together to achieve the best outcomes for children.

Our leadership team meets regularly to review service operations, discuss educator wellbeing, analyse feedback, monitor compliance and evaluate progress against our Quality Improvement Plan. Critical reflection is embedded into team meetings, room meetings and leadership discussions, ensuring decisions are informed by evidence, current research and the voices of our community.

Leadership responsibilities are shared across the Director, 2IC, 3IC and Educational Leader, creating opportunities for mentoring, collaboration and succession planning while maintaining consistency across the service.

CHILDREN'S VOICE IN ACTION

Children's perspectives are valued as an important source of information when evaluating the quality of our service. Educators observe, listen to and document children's ideas, interests and feedback during everyday experiences, using this information to inform planning, improve learning environments and enhance service practices.

By recognising children as capable and active participants, we ensure their voices contribute to decisions that influence their daily experiences and support continuous improvement across the service.

EXCEEDING PRACTICE

Glen Iris Child Care and Kindergarten demonstrates effective governance through collaborative leadership, ongoing reflection and a shared commitment to continuous improvement.

Our leadership team actively seeks feedback from children, families, educators and the wider community to inform decision-making. Governance is embedded in daily practice through transparent communication, professional learning, mentoring and regular review of policies, procedures and service systems.

Rather than responding only when changes are required, we proactively evaluate our practices, celebrate achievements and identify opportunities to enhance outcomes for children. This culture of reflection ensures governance remains dynamic, responsive and focused on continuous quality improvement.

CONTINUOUS IMPROVEMENT

Glen Iris Child Care and Kindergarten is committed to continually strengthening its governance systems through ongoing evaluation, collaboration and reflection.
This policy will be reviewed through:

- Annual review of governance systems.
- Quality Improvement Plan evaluations.
- Educator, family and child feedback.
- Staff and leadership meetings.
- Internal compliance audits.
- Changes to legislation or best practice guidance.
- Assessment and Rating outcomes.
- Professional learning and leadership development.
- Critical reflection and service self-assessment.

Continuous improvement ensures our governance practices remain effective, transparent and responsive to the needs of our children, families and community.

RELATED LEGISLATION

Education and Care Services National Law Act 2010

- **s.168** – Education and care service must have policies and procedures
- **s.172** – Offence relating to requirement to display prescribed information
- **s.173** – Offence to fail to notify certain circumstances to the Regulatory Authority
- **s.174** – Offence relating to notification of complaints

Education and Care Services National Regulations 2011

- **Reg. 168** – Education and care service policies and procedures
- **Regs. 170–172** – Policies and procedures to be followed and available
- **Reg. 173** – Prescribed information to be displayed
- **Reg. 177** – Prescribed enrolment and other documents to be kept by approved provider
- **Regs. 181–184** – Confidentiality and storage of records

National Quality Standard (NQS)
Quality Area 7 – Governance and Leadership

- **QA7.1.1** – Governance supports the operation of a quality service.
- **QA7.1.2** – Systems are in place to manage risk and enable effective management and operation.
- **QA7.1.3** – Roles and responsibilities are clearly defined and understood.
- **QA7.2.1** – Continuous improvement.
- **QA7.2.2** – Educational leadership.
- **QA7.2.3** – Development of professionals.

Early Years Learning Framework (EYLF) V2.0
Principles

- Secure, Respectful and Reciprocal Relationships
- Partnerships
- Equity, Inclusion and High Expectations
- Collaborative Leadership and Teamwork

Practices

- Reflective Practice
- Collaborative Leadership

- Responsiveness to Children

Outcomes

- Outcome 1 – Children have a strong sense of identity.
- Outcome 2 – Children are connected with and contribute to their world.
- Outcome 3 – Children have a strong sense of wellbeing.

Victorian Child Safe Standards

This policy supports:

- Standard 2 – Child safety and wellbeing is embedded in organisational leadership, governance and culture.
- Standard 4 – Families and communities are informed and involved.
- Standard 6 – People working with children are suitable and supported.
- Standard 8 – Staff and volunteers are equipped with the knowledge, skills and awareness to keep children safe.
- Standard 10 – Policies and procedures document how the organisation is safe for children.
- Standard 11 – Child safety practices are regularly reviewed and improved.

Kindergarten Funding Guide (Department of Education Victoria)

RELATED DOCUMENTS

This policy should be read alongside the following service policies:

- Acceptance and Refusal of Authorisations Policy
- Child Safe Environment Policy
- Child Protection Policy
- Code of Conduct Policy
- Complaints and Feedback Policy
- Educational Program and Practice Policy
- Enrolment and Orientation Policy
- Incident, Injury, Trauma and Illness Policy
- Interactions with Children Policy
- Privacy and Confidentiality Policy
- Staff Recruitment and Induction Policy
- Supervision Policy
- Volunteers and Students Policy
- Kindergarten Fees Policy
- Kindergarten Enrolment Policy

SUPPORTING DOCUMENTS

The following documents assist in implementing this policy:

- Quality Improvement Plan (QIP)
- Service Philosophy
- Strategic and Operational Plans
- Staff Induction Checklist
- Professional Development Plan
- Staff Performance and Development Reviews

- Leadership Meeting Minutes
- Staff Meeting Minutes
- Room Meeting Minutes
- Critical Reflection Records
- Family Survey Results
- Educator Survey Results
- Self-Assessment Tool
- Risk Assessments
- Compliance Audit Records

EVIDENCE OF PRACTICE

Evidence that demonstrates implementation of this policy includes:

- Quality Improvement Plan with documented progress.
- Annual service self-assessment.
- Critical reflection records.
- Leadership, staff and room meeting minutes.
- Professional learning records.
- Staff mentoring and coaching documentation.
- Performance and development review records.
- Family and educator feedback surveys.
- Children's feedback informing service improvements.
- Internal compliance audits.
- Policy review records.
- Assessment and Rating evidence.
- Continuous improvement action plans.

REFLECTION & CONTINUOUS IMPROVEMENT

To ensure our governance systems remain effective, the leadership team regularly reflects on the following questions:

- How do our governance systems support positive outcomes for children, families and educators?
- How do we know our leadership practices reflect our service philosophy and values?
- In what ways do children, families and educators influence service decisions?
- How effectively do we communicate important information across our service?
- What evidence demonstrates that our Quality Improvement Plan is driving meaningful improvements?
- How are we supporting leadership development across our team?
- What have we learned from recent feedback, incidents or critical reflections?
- What opportunities exist to further strengthen our governance and leadership practices?
- Review governance systems to ensure ongoing compliance with Victorian Government Kindergarten Funding Requirements.

Outcomes from these reflections inform our Quality Improvement Plan, professional learning priorities and future service planning.

VERSION HISTORY

Version	Date Approved	Approved By	Summary of Changes
1.0	July 2026	Centre Director	Initial policy developed as part of the Glen Iris Child Care and Kindergarten Governance, Policy and Procedures Manual. Developed to align with the Education and Care Services National Law, National Regulations, National Quality Standard, EYLF V2.0 and Victorian Child Safe Standards.