



**ACT**  
Government

# ACT Early Childhood Education and Care Sector Meeting

Wednesday 25 March 2026





The ACT Government acknowledges the Ngunnawal people as traditional custodians of the ACT and recognise any other people or families with connection to the lands of the ACT and region. We acknowledge and respect their continuing culture and the contribution they make to the life of this city and this region.

# Agenda

Brendan Moon, First Assistant Secretary, Child Care Integrity Division, and Michele Arcaro, First Assistant Secretary, Early Learning Programs Division, Department of Education, Australian Government

Sean Moysey, Executive Branch Manager, Education and Care Regulation and Support, Education, ACT Government

Table discussions and questions

Morning tea and networking

Nicola Jeffery, Educational Leader, YWCA Canberra Reid Early Childhood Centre and Emily Andrews, YWCA Quality Support Officer

# National Child Safety Reforms

Brendan Moon, First Assistant Secretary, Child Care Integrity Division, Department of Education, Australian Government and Michele Arcaro, First Assistant Secretary, Early Learning Programs Division, Department of Education, Australian Government

# National Child Safety Reforms

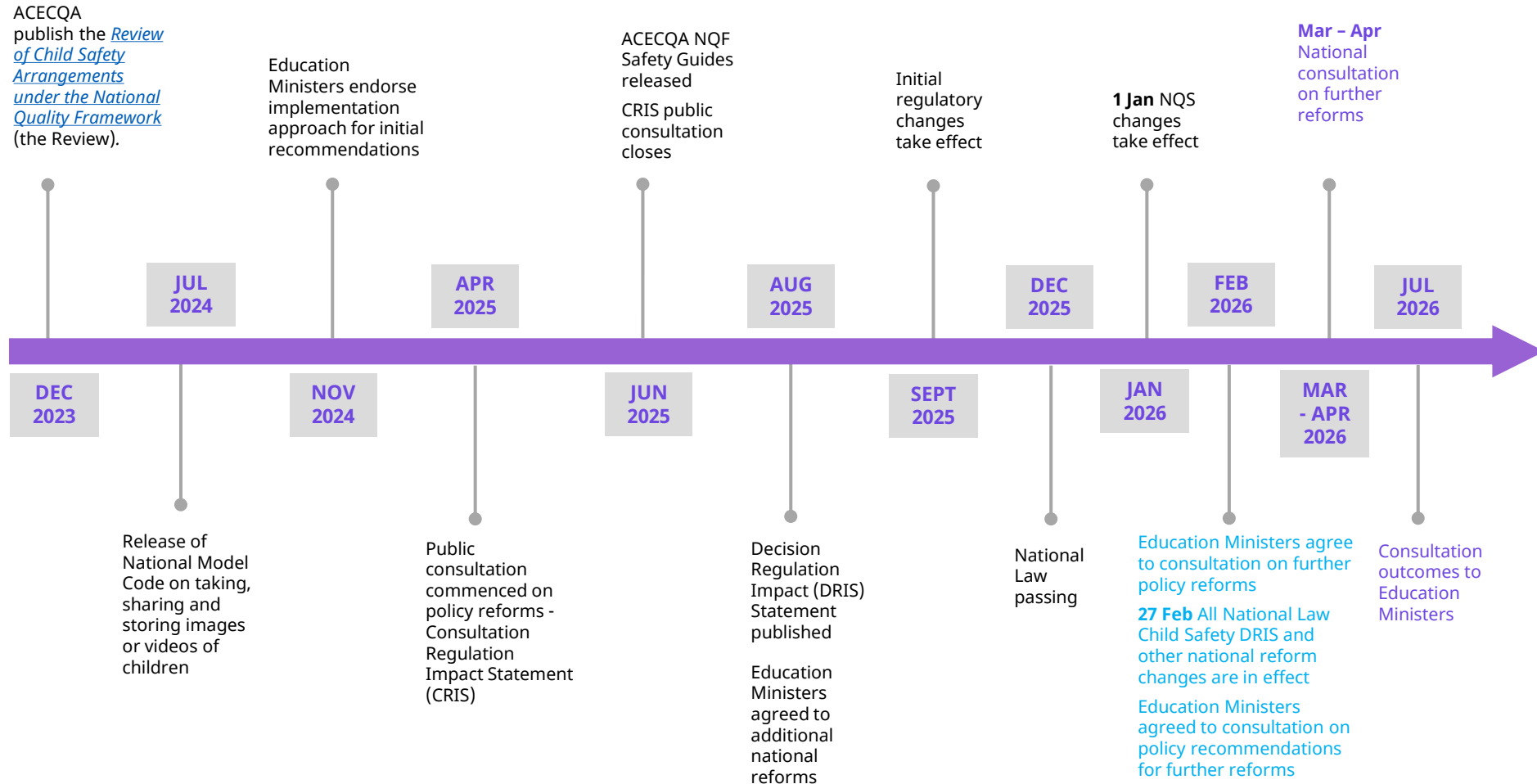
Sean Moysey, Executive Branch Manager, Education and Care Regulation and Support, Education, ACT Government

# Overview

- Child safety reforms timeline
- Most recent child safety reform changes – 27 February 2026 with a focus on the National Early Childhood Workforce Register and Child Safety and Child Protection Training
- Next child safety reform consultation process

# Child safety reform timeline

# Timeline



# 27 February changes

# 27 February changes

- Paramount consideration
- Managing devices in education and care services
- Mandatory child protection and child safety training
- Making inappropriate conduct an offence
- Expanding regulatory authority powers to respond to misconduct
- Strengthening Working with Children Checks requirements
- Removing the ability to apply for an ongoing service waiver related to the design of the premises
- Identifying and monitoring related providers
- Expanding regulatory authority powers to enter and inspect family day care premises
- Establishing a National Early Childhood Workforce Register

# National Early Childhood Workforce Register

# Register

## The Register:

- ✓ Creates a secure national workforce record
- ✓ Supports national reforms to strengthen child safety
- ✓ Helps regulatory authorities to have better oversight and respond to child safety concerns
- ✓ Stores information services are already required to collect
- ✓ Information is secure and only accessed by authorised users
- ✗ Is not public or visible to families, nor to providers that educators and other staff are not employed or engaged by
- ✗ Does not replace Working with Children Checks or Vulnerable Person Checks registrations, teacher registrations or recruitment and screening processes
- ✗ Is not a surveillance of staff daily activities
- ✗ Does not store copies of identity documents or qualification or training certificates
- ✗ Is not a national employment database



# Register resources



## National Early Childhood Worker Register

### Purpose

Approved providers must record, maintain and update worker information in the National Early Childhood Worker Register (Worker Register) using the National Quality Agenda IT System (NQA IT System). This includes adding all existing workforce information during the one-month transition period and keeping records up to date once the Worker Register becomes business as usual.

Use of the Worker Register becomes mandatory from **27 February 2026** and all approved providers must add their current workforce information within the one-month transition period.

This operational requirement ensures:

- worker information is accurate, complete and up to date
- centre-based and family day care services meet their obligations under the National Quality Framework (NQF)
- regulatory authorities have clear visibility of who is working in which services
- workforce changes are submitted within required legislative timeframes to support national child safety objectives.

Approved providers must ensure appropriate systems, processes and staff responsibilities are in place so that the Worker Register information is updated promptly (within 14 days of a change, after the transition period) and maintained correctly as part of routine operational practice.

### Why is this required

The Worker Register gives regulatory authorities clear visibility of who is working in early childhood education and care services, and where they are working. This visibility helps strengthen child safety, by allowing regulatory authorities to identify risks earlier and take appropriate action, including at a national level where needed.

#### Actions for Approved Providers

- Establish a short, time-limited implementation plan aligned to the commencement date and transition period.
- Appoint one clear accountable owner (e.g. a Nominated Supervisor) to oversee readiness and completion of entering current workforce information during the one-month transition period.
- Ensure this person is responsible for coordinating all tasks needed to enter current workforce information during the one-month transition period.

### Scope

#### In scope

The Worker Register applies to all people employed or engaged at NQF regulated services. Approved providers must ensure everyone who works with or around, cares for, or supports children in any capacity is included in the Worker Register. This includes:

- Educators (permanent, fixed term, casual or agency).
- Early childhood teachers, including provisionally registered, graduate teacher and unregistered teachers.
- Volunteers regardless of how often or how long they attend.
- Student or trainees completing placements, practicum, or vocational training.
- Non-educator staff, such as cooks, cleaners, maintenance staff, administrative staff and bus drivers.
- Nominated Supervisors.

https://www.acecqa.gov.au/national-quality-framework/child-safety/national-early-childhood-worker-register

ACECQA

Type here to search

NQF ▾ Qualifications ▾ Quality ratings ▾ Resources & projects ▾ Workforce ▾

## NQF Changes

▶

### National Early Childhood Worker Register

▶ 0:55 ◀

NQF

- What is the NQF? →
- Guide to the NQF →
- National Quality Standard →
- Approved learning frameworks →
- National Law and Regulations →
- Assessment and rating resources →

# National Child Safety and Child Protection Training

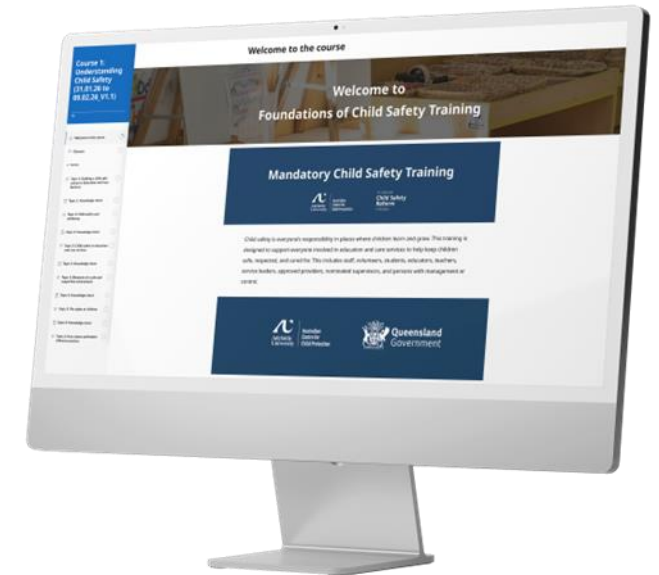
# National Child Safety Training

**Mandatory training applies to everyone working or volunteering in the sector, regardless of whether they work directly with children:**

- Persons with management or control of a service
- Nominated supervisors of a service
- Staff
- Family day care educators
- Volunteers.

## **Legal requirement**

Mandated under the Education and Care Services National Law (Section 162B).



# Why the training matters and context

## Purpose

- Establish a national minimum standard of child safety understanding and practice, so that all children, regardless of where they live or the type of care they attend, have equal access to safe, supportive environments.
- Ensure everyone working in NQF regulated contexts across Australia have a shared foundation of knowledge, skills, and confidence to keep children safe.

## Benefits

- Promote environments that support children's wellbeing and development, emphasising genuine, respectful interactions and the valuing of children's and families' voices.
- Strengthen preventative practices within services.
- Build capacity across the sector to identify and respond to potential risks or concerns in a timely, appropriate, and child-centered way.

## Background

- Developed by the **Australian Centre for Child Protection** at Adelaide University, funded by Queensland Government, and supported by all Australian governments.
- Based on evidence-informed, trauma-aware, and culturally considered approaches.
- Aligned with the **National Principles for Child Safe Organisations**.
- Delivers a key recommendation of the **Review of Child Safety Arrangements under the National Quality Framework**.
- Guidance from **national experts**, i.e. Secretariat of National Aboriginal and Islander Child Care (SNAICC) – National Voice for our Children, National Aboriginal and Torres Strait Islander Education Corporation (NATSIEC), representatives of the Federation of Ethnic Communities' Councils of Australia, and the bespoke Expert Advisory Panel established for this project.
- Informed by **voices and insights of people with lived experience** of child abuse and neglect.

# About the training

- The training is **free** and available on the Australian Government's **Geccko** platform.
- This is the **only** child safety training recognised as meeting the new requirement in the National Law.
- Participants have 6 months to complete the **Foundation** training (two courses), starting from **27 February 2026**.
- When participants have successfully completed the first course, it will show as 'Completed' on the course page.
- After successfully completing both courses, participants will be able to download the Foundations of Child Safety course **completion certificate**.
- Certificates must be **submitted** to the provider as evidence of compliance with the mandatory training requirement (From 27 August 2026)
- After completing the foundation courses, participants can access advanced training modules starting in July 2026.

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# Child Protection Training for the ACT

- Providers must ensure nominated supervisors, staff members and volunteers, including students, at the **service know and understand their obligations under the relevant child protection law**, whether or not they work with children.
- The National Law already required completion of child protection training for nominated supervisors, persons in day-to-day charge and family day care coordinators if required in an individual jurisdiction. From 27 February 2026, this is expanded to apply nationally and to include:
  - Nominated supervisors
  - Persons in day-to-day charge of a service
  - Staff members
  - Family day care coordinators
  - Volunteers, including students.
- **In the ACT: Approved training is Keeping Children and Young People Safe** (valid for 2 years)
- The transition period allows training to be completed by 27 August 2026 (6 months from start date)

## After transition period:

- Training must be completed within 14 days of starting employment, engagement, or appointment at the service, or before beginning any direct work with children

# Child Protection Training for the ACT

This training is for government or non-government staff who work with children and are mandatory reporters.

The same training course is provided either in person and online, you do not need to do both.

## You'll learn:

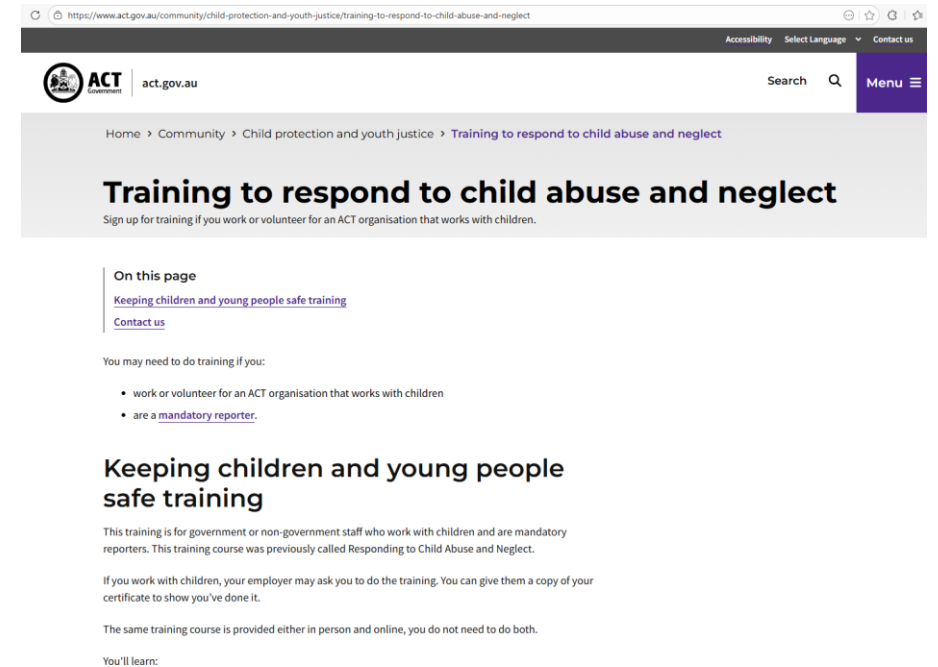
- roles and responsibilities of **mandatory reporters**
- how Child Youth and Families (CYF) responds to reports
- what you should and should not report to CYF
- how to report concerns with CYF
- what happens after you report concerns to CYF
- how to respond to a child who tells you they have been abused
- other ways to support families.

Before you can start you must get access to the ACT Government online training website (called HRIMS Learning).

You must log in to HRIMS Learning on a desktop computer to sign up and start the training. You cannot log in or do the training on a mobile device.

You can contact the Health and Community Services Directorate training enquiries team for in person training options.

<https://www.act.gov.au/community/child-protection-and-youth-justice/training-to-respond-to-child-abuse-and-neglect>







The screenshot shows a web browser window displaying the ACT Government website. The URL in the address bar is <https://www.act.gov.au/community/child-protection-and-youth-justice/training-to-respond-to-child-abuse-and-neglect>. The page header includes the ACT Government logo, the text 'act.gov.au', and navigation links for 'Accessibility', 'Select Language', and 'Contact us'. A search bar and a 'Menu' icon are also present. The main content area features a breadcrumb trail: 'Home > Community > Child protection and youth justice > Training to respond to child abuse and neglect'. The title of the page is 'Training to respond to child abuse and neglect', with a sub-headline: 'Sign up for training if you work or volunteer for an ACT organisation that works with children.' Below this, there is a section titled 'On this page' with links for 'Keeping children and young people safe training' and 'Contact us'. A section titled 'You may need to do training if you:' lists two bullet points: 'work or volunteer for an ACT organisation that works with children' and 'are a mandatory reporter.' The main heading for the training is 'Keeping children and young people safe training'. Below this, a paragraph states: 'This training is for government or non-government staff who work with children and are mandatory reporters. This training course was previously called Responding to Child Abuse and Neglect.' Another paragraph reads: 'If you work with children, your employer may ask you to do the training. You can give them a copy of your certificate to show you've done it.' A final paragraph notes: 'The same training course is provided either in person and online, you do not need to do both.' The page concludes with the text 'You'll learn:'.

# Next national child safety reform consultation process




# National consultation on further reforms

- Since the Review of Child Safety Arrangements under the National Quality Framework, significant progress has been made.
- The first tranche of regulatory and non-regulatory changes have been introduced, focusing on strengthening child safety and transparency, improving educator training, and provider accountability.
- Further reviews and emerging issues in the sector have highlighted the need for ongoing reforms that address existing challenges, ensuring every child has access to safe, high-quality education and care.
- National consultation on further reforms will take place in March and April with consultation outcomes being shared with Education Ministers in July.

# Reform areas for consultation

 <p><b>Supervision practices including under the roof ratios</b></p>	<p>Ensure the organisation of educators across the service supports children’s safety, learning development and ensures adequate supervision, and strengthen sector capability to understand the role of supervision in promoting children’s safety.</p>
 <p><b>Increasing transparency for families</b></p>	<p>Proposed legislative change will establish minimum standards for approved providers to ensure meaningful compliance and enforcement information is proactively shared and readily available for families.</p>
 <p><b>Persons with management or control (PMC) fitness and propriety</b></p>	<p>Reform seeks to broaden the range of regulatory responses to ensure PMCs are, and remain, fit and proper to be involved in the provision of an education and care service.</p>
 <p><b>Suspension, supervision and training directions and related information sharing provisions</b></p>	<p>Amendment to the National Law to bring the application of directions in line with existing approaches under the National Law, specifically the family day care educator suspension model.</p>

# Reform areas for consultation

 <p><b>Increase whistleblower protections</b></p>	<p>Proposed legislative change to expand and strengthen the National Law protection from reprisal by approved providers. This aims to create a safe environment for individuals to raise concerns when children’s safety is at risk and safeguard those who act in the best interests of children.</p>
 <p><b>Updating quality ratings for approved providers during/immediately following an investigation.</b></p>	<p>Reform seeks to enable Regulatory Authorities to update the status of a quality rating during or immediately following an investigation. This aims to increase transparency for families.</p>
 <p><b>Safer fencing</b></p>	<p>Incorporate enhanced fencing requirements in the National Regulations that align with contemporary fencing safety standards to improve service safety and increase awareness of safety risks associated with fencing.</p>



## Have your say

- All stakeholders – including providers and service leaders, educators, staff, volunteers, and families, parents, carers (and their children) – are invited to provide feedback on the child safety reforms.
- A national survey will open **on 31 March, and close 28 April 2026.**
- CECA will hold online consultation sessions for ACT stakeholders:

**Online session 1:** Monday 30 March 2026 from 12:15pm-1:45pm

**Online session 2:** Tuesday 31 March 2026 from 2:30pm – 4:00pm

**Thank you.**

# Table discussions

In what ways have the recent child safety reforms (including the new paramount consideration of children's safety, rights, and best interests) strengthened everyday practices, team culture, relationships, or outcomes for children in your setting?

Which aspects of the recent child safety reforms spark questions, curiosities, or points of reflection for you or your team?

# YWCA Canberra Reid Early Childhood Centre

Nicola Jeffery, Educational Leader, YWCA Canberra Reid Early Childhood Centre and Emily Andrews, YWCA Quality Support Officer



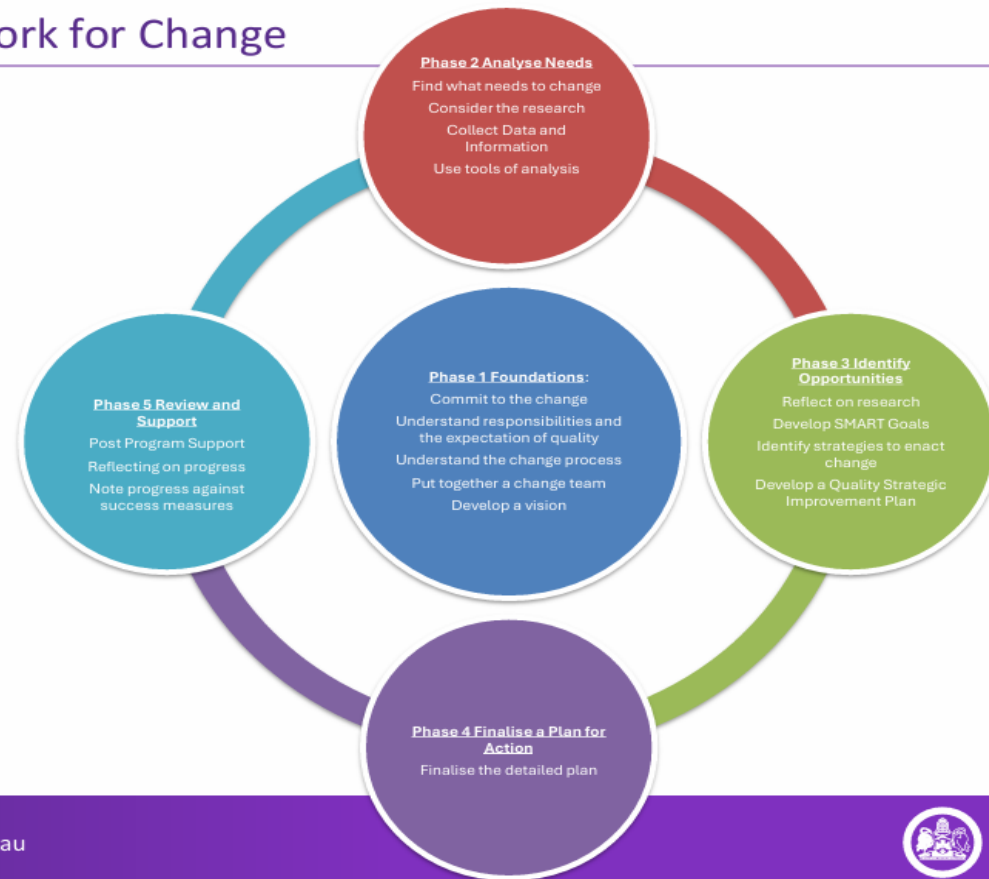
YWCA CANBERRA

**Our journey from significant improvement  
required to exceeding  
& the Quality Engagement Program**

SIR 2021  
Working towards 2022  
Exceeding 2025

# Quality Engagement Program: Sharing our learning.

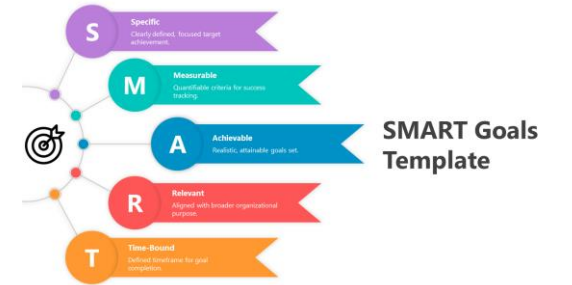
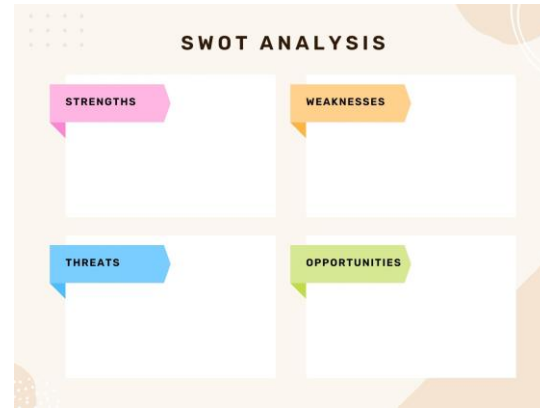
## QEP Framework for Change





Reflecting on professional learning, readings, podcasts or webinars.

<p><b>A</b> What do you AGREE with?</p>	
<p><b>B</b> What are the BASIC key points/ideas?</p>	
<p><b>C</b> What are you CURIOUS about?</p>	
<p><b>D</b> What do you DISAGREE with?</p>	
<p><b>DO.....</b> What can you DO with this...what's next?</p>	

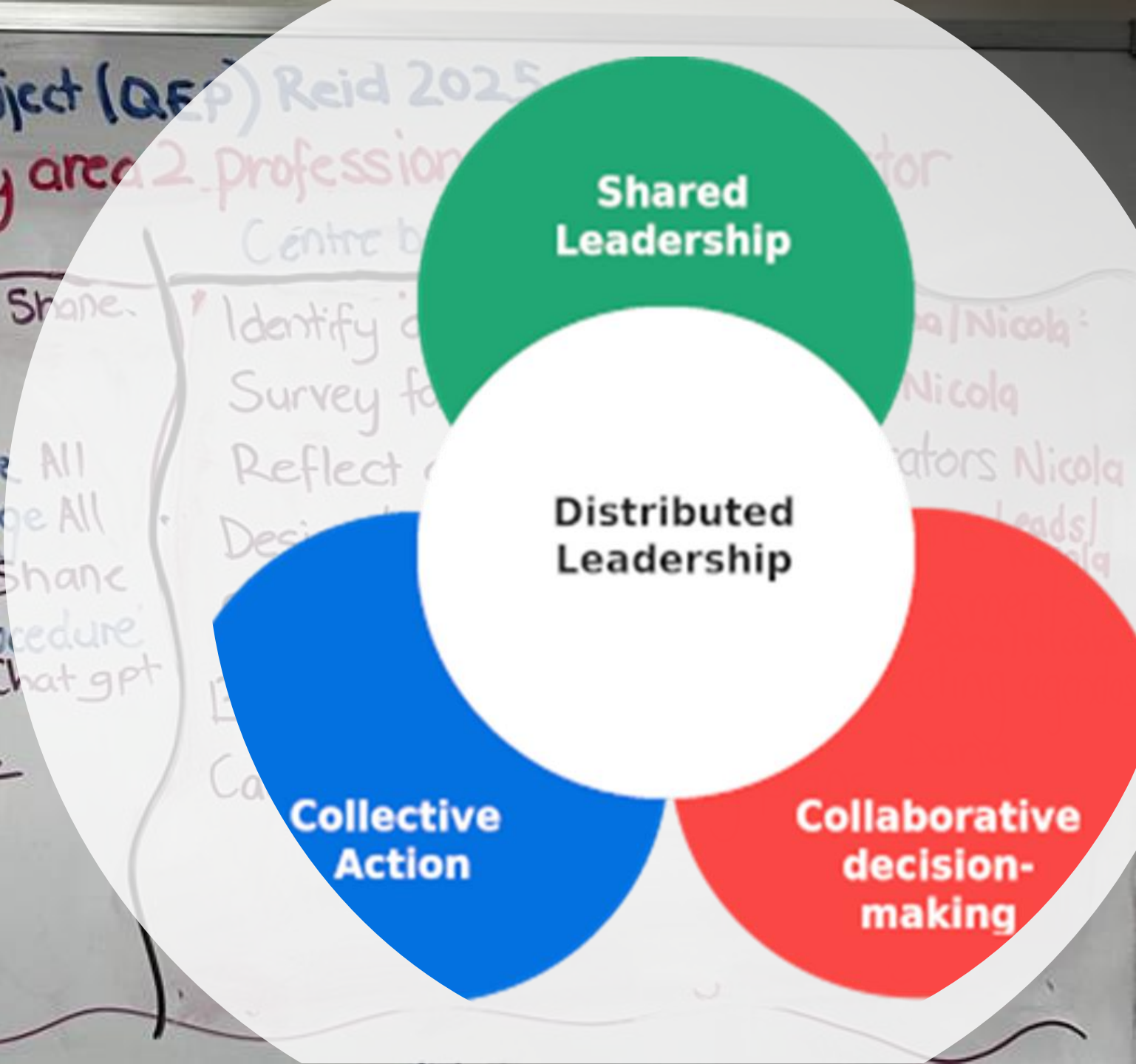


# Quality Engagement Project (QEP) Reid 2025

Q2 April-June Priority area 2. Professional

## Approved provider tasks

- Plan a team mapping day (P2) Shane
- Collate teams strengths (P2) All
- Discuss staff exchange (P2) All
- Design process for staff exchange All
- Identify staff/services for exchange All
- Share training plan template Shane
- Professional development plan procedure Chat gpt
- Dana + Nicola training plan ✓ Shane







NICOLA

Why I work with children:

[Redacted area]

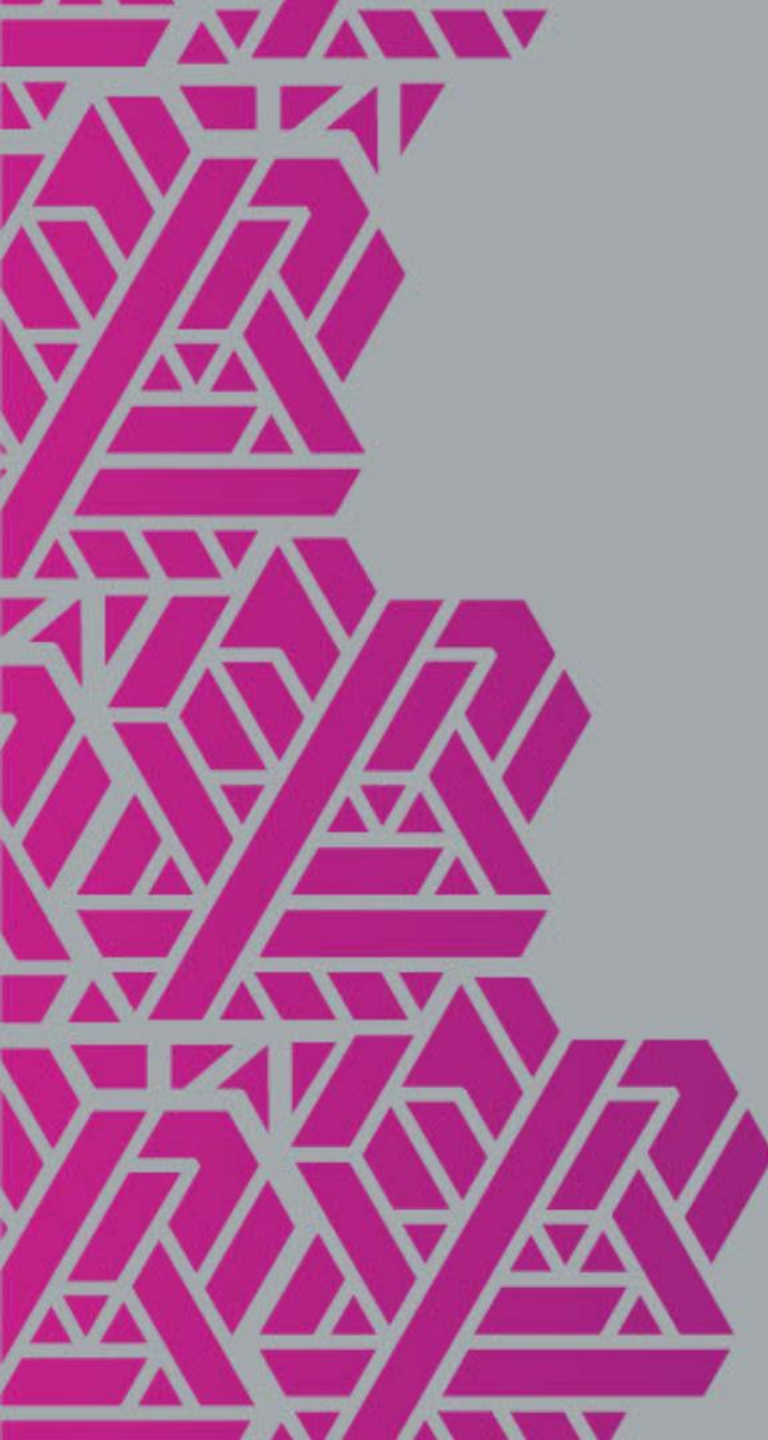
My Favourite Childhood Memory:

[Redacted area]

QUALITY IMPROVEMENT

*Plan*

Philosophy



For the strength of the pack is the  
wolf and the strength of the wolf is  
the pack. — Rudyard Kipling

# KEY EDUCATOR APPROACH

THEORY: ATTACHMENT THEORY

## Slow pedagogy



Visual representation of Chickens  
through Children's arts.

21/07/2025



# The Chicken Project

What chick will look like, when it grows older. 7/9/25



ADVICE

SUPPORT

GUIDANCE

HELP



YWCA CANBERRA

## Girls and women thriving

Head to our website to become a member, or find out more about our work in the community.

[YWCA-CANBERRA.ORG.AU](http://YWCA-CANBERRA.ORG.AU)

 YWCA Canberra

 @YWCA Canberra

 @YWCA Canberra

 [www.linkedin.com/company/ywca-of-canberra/](http://www.linkedin.com/company/ywca-of-canberra/)



# Thank you.

Please provide feedback about this event  
by scanning the QR code.

