



Weekly Goals



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	<ol style="list-style-type: none"> 1. Set a goal for the week. Goal doesn't always need to link to NQS Element. A goal can be used to solve a challenge or be positive improvement i.e. learning area setup Click here for goal template. 2. Identify barriers 3. Track the goal daily 4. Celebrate achieved goal.
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Element

4.2.2 Professional standards. Professional standards guide practice, interactions and relationships.



Your NQS practice now?



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In the box below, brainstorm (5 minutes) what you are currently doing for NQS Element 4.2.2 and why you do this? This is the first part of self-assessment for the NQS. You discover where your practices and knowledge are currently. On the next page you'll complete the second part of self-assessment using the checklist to compare what you're doing now to the meeting indicators of 4.2.2.

Week 22, 20 to 24 July 2020– 4.2.2 Professional Standards



Checklist



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Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If you embed all the things in the checklist, then you are meeting the Element 4.2.2. If there's something on the checklist that you're not doing, then you need to either adjust your practice to do it, or ask for help and training to do what's on the checklist ie work with your educational leader or room leader who should teach/coach you how to do it.

The checklist keys to use.

- E = **Embedded** I do that **ALL** the time
- K = I **know** I need to do that, but I don't do it all the time
- T = Please **teach** me how to do it or improve my understanding of why I need to do it.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

Too many educators are completing the checklist as **E for embedded**, but **not really checking** to see if it is embedded. Before answering the question, think about **'how'** you are doing it. For example, "Do you regularly have relaxed two way conversations with each child, including at mealtimes?" Before answering think about it "Oh yes, we have one educator who is helping the children serve and I'm sitting at the table talking to children about their day, what we're about to eat. So yes, I'm **'E'**."

General Practices	ED1	ED2	ED3	ED4	ED5
Do you regularly refer to the National Law, Regs and NQS to check whether you're complying with requirements or you're not sure what to do?					
Do you regularly assess your practice against the service philosophy and change practice where required?					
Do you regularly participate in reviews of service policies and procedures?					
Do you always ensure your practices comply with the service Code of Conduct / ECA Code of Ethics and core values?					
Do you regularly reflect and improve practice when you identify issues?					
Do you always keep confidential information about children, families and other staff private?					
Do you regularly contribute to the service QIP?					
Do you attend all staff meetings (unless there is a family emergency etc)?					
Do you always do everything in your position description?					
Do you always follow service grievance procedures if you have a complaint?					
Interactions with Service Staff					
Do you help other educators improve practice where required eg by sharing knowledge and practice tips?					
Do you always interact with team members and other staff in a respectful, polite and professional way?					
Do you always support your Room Leader, Educational Leader and Nominated Supervisor eg willingly try their ideas, never gossip about them?					
Do you always report any unprofessional or illegal behaviour to the Nominated Supervisor even where this may compromise your friendship with a staff member?					
Do you help staff with diverse cultures and religions become a valued member of the team?					
Interactions with Children and Families					

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Do you make sure all children can equitably participate in activities and experiences?					
Do you take steps to ensure personal biases and beliefs eg about children’s cultures, family circumstances and capabilities don’t affect children’s progress towards learning outcomes?					
Do your teaching practices always show what children know, can do and understand and how you extend this learning?					
Do you help families access relevant community services and resources?					
Do you always respect families’ expectations and work with them to achieve the best possible outcome for their child?					

Tuesday 14 July 2020



Checklist



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Together as a team, use what you do (from your brainstorming session and the checklist) to write 6 short sentence that show “how” you are doing it. We’ve chosen 3 questions from the checklist for you. Why are you doing this? QIP’s need to have personalised stories about your practice so the assessor can ask you about why and how you do things. The sentences below can be used for Friday’s QIP writing section.

Write the question from checklist below	Describe ‘how’ you are putting this question into practice
Do you regularly refer to the National Law, Regs and NQS to check whether you’re complying with requirements or you’re not sure what to do?	Yes – the other day for example I wasn’t sure whether a child’s injury was a ‘serious incident’ and needed reporting to the Department, so I looked up Reg 12 and decided it wasn’t because it didn’t need urgent medical attention or a visit to the hospital.
1. Do you regularly refer to the National Law, Regs and NQS to check whether you’re complying with requirements or you’re not sure what to do?	
2. Do you always interact with team members and other staff in a respectful, polite and professional way?	
3. Do you always support your Room Leader, Educational Leader and Nominated Supervisor eg willingly try their ideas, never gossip about them?	
4.	
5.	
6.	

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Regs!
Do you
do this?



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What Regulation goes with this NQS Element?

As there are no specific Regulations for Element 4.2.2 Professional Collaboration, we suggest you watch this [YouTube video](#) which is also available as a podcast on services like Spotify. In this entertaining clip Celeste Headlee discusses the 10 ways to effectively engage in conversation:

1. Don't multitask
2. Don't pontificate - assume you have something to learn
3. Use open-ended questions – who , what, when, where, why or how
4. Go with the flow
5. If you don't know, say you don't know
6. Don't equate your experience with theirs
7. Try not to repeat yourself
8. Stay out of the weeds -forget the names, dates, details
9. Listen – with the intent to understand
10. Be brief

Which of these things will you improve in your interactions with children and/or families? Maybe focus on one thing and reflect on why this is meaningful for you.

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As a team now reflect critically on a situation in your room that comes under Element 4.2.2 and write a contribution for the Improvement plan section of your QIP. **Why are you doing this?** It's not just because critical reflection is an Exceeding theme. Critical reflection shows you how to solve problems and improve practice. All educators must contribute to the QIP. It's part of your job. Use this template to help do this and show the assessor how critical reflection has created changes in your practice.

Wednesday 22 July 2020

Step 1 Critical Reflection



Critical Reflection

The EYLF and MTOP say "Critical reflection involves closely examining all aspects of events and experiences from different perspectives."

There is no checklist for critical reflection.

Please watch the video for more information



Video Training Click Here



Example Situation

Some staff treat the trainee Miss Angie like she has no feelings, and has absolutely nothing to contribute. A parent mentioned this to the Nominated Supervisor.

Child/ren
I love Miss Becky (trainee). She like playing with us, and she comes up with some really cool ideas.

Educators and Nominated Supervisor
What can Miss Becky possibly know. She's had no child care experience. She should just listen to us, because we know how things are done. We'll decide what she needs to know and when.

Families and community
I feel a bit sorry for Miss Becky. I think the other staff are giving her a bit of a hard time. She always looks unsure, but seems too scared to ask. Maybe she's frightened of looking stupid.

Theorist and current research
Bill Nye (an American science educator, engineer and TV host) among many others says "Everyone you will ever meet knows something that you don't."
Respectful, professional interactions always take this into account.

Step 2 Change Practice

Now you have reflected through the eyes of others, you are ready to make well informed decisions and plans to implement a change in your practice. List the changes below.

The Nominated Supervisor had a meeting with the relevant Room Leader to discuss Miss Angie's progress and the feedback she received from the parent.

The NS said the RL and educators may not be aware that Miss Angie has previously managed a fast food restaurant, and that she has many skills that are transferable to child care eg food safety and hygiene, as well as customer service. She's also likely to have other skills, interests and hobbies that should be used to strengthen the curriculum. The NS reminded the RL it was her job to run a professional room where all staff respect and help each other.

Now that it had been pointed out, the RL could see she needed to role model interactions with the trainee. She began by asking Miss Angie how their food safety and hygiene practices compared to those of the restaurant. Miss Angie suggested they consider using colour coded cloths for different areas.

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Step 1 Critical Reflection



Critical Reflection

The EYLF and MTOP says "Critical reflection involves closely examining all aspects of events and experiences from different perspectives". Critical reflection has no criteria like the checklist.

Select one or more from below or from the checklist to critically reflect upon:

- Do you and your team regularly assess your practice against the service philosophy?
- Would all staff agree you always keep confidential information about children, families and other staff private?
- Would all families and staff agree you're always polite, respectful and professional when interacting with them or the children?
- Would all staff agree you're always willing to try new ideas?



Child/ren

Educators and Nominated Supervisor

Families and community

Theorist and current research

Step 2 Change Practice

Now you have reflected through the eyes of others, you are ready to make well informed decisions and plans to implement a change in your practice. List the changes below.

Evaluate the change in practice due to your reflection

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Complete QIP

Write your QIP using what you've completed over the week. Why are you doing this?

You have discovered where your practice is compared to the NQS Guide (comparing what you currently do and Monday, Tuesday and Wednesday's checklist). This is the process of self-assessment. If you have discovered practices, processes, checklist areas you need to improve upon, write them below. Use this to improve practice and select contributions to the QIP Improvement Plan.

Example: On Tuesday checklist we discovered a 'T', we need help with, "You can explain some of the theories that influence your teaching practices and how these contribute to continuous improvement." We realise we need to actively research or obtain information about current theories so we can answer this question. The Educational leader and Matt the Nominated Supervisor are organising some 'fact sheets' on different theorists and we're going to pin them on the staff room wall and discuss different theorists each week during room/group meetings.

The next step if you're meeting the indicators is to self-assess against the Exceeding Indicators. We will look at these more closely in two weeks. On the next page we look at how to write the Strength part of your QIP based on meeting or exceeding Element indicators. Use the below points to guide your writing.

Inclusions	Yes	N/A
1. Write the room location into the strength . This will ensure the assessor knows where to look for your strengths.		
2. Write the educator's name into the strength. This will ensure the assessor knows who to ask about your strengths.		
3. Include the child/children's names in your strength. This will give educators confidence to talk about a subject they know about (the child/ren).		
4. Evidence eg learning story, photo that's easy to access.		
5. Write how you are achieving the exceeding themes.		
Embedded Practice		
Critical Reflection		
Engagement with families/community		
6. Tell the assessor exactly where to find the location of other evidence they need to see to show how you're exceeding.		
7. Show the assessor the location and time of other practice they need to observe to show how you're exceeding.		

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Working
Towards

Tyrone's mum was trying to tell me about her weekend when I was really busy organising an activity and supervising the children. I told her she'd have to leave and maybe I could talk with her later when I wasn't so busy.



Meeting

The green text is directly related to the meeting indicators for Element 4.2.2 on pages 220-221 of the NQS Guide
Tyrone's mum was trying to tell me about her weekend when I (**Miss Crystal**) was really busy organising an activity and supervising the children. I said I'd love to hear more about what happened, and asked if she could come in 5 minutes earlier than usual to collect **Tyrone** when I'd have time to give her my full attention. She did and it was amazing hearing about their visit to Grandma's house. Grandma tied squeezey bottles of paint from the ceiling with string and placed large sheets of 'butcher's' paper on the floor so **Tyrone** could experiment with squeezing and moving the bottles to create unique masterpieces! I said that was a great idea and we would definitely be trying that with all our children. Thanks for sharing!



Exceeding

Click the
logo above to
see the ACECQA
NSQ Exceeding
Themes for 4.2

Below is a case study that demonstrates how the Exceeding themes 1 Embedded Practice, 2 Critical Reflection and 3 Meaningful engagement with families and communities link into practice. The blue text is based on or directly quotes the exceeding indicators in the NQS Guide pages 222-223.

Tyrone's mum was trying to tell me about her weekend when I (**Miss Crystal**) was really busy organising an activity and supervising the children. Promoting open and respectful communication I said I'd love to hear more about what happened, and asked if she could come in 5 minutes earlier than usual to collect **Tyrone** when I'd have time to give her my full attention. She did and it was amazing hearing about their visit to Grandma's house. I encouraged her to explain in detail how Grandma tied squeezey bottles of paint from the ceiling with string and placed large sheets of 'butcher's' paper on the floor so **Tyrone** could experiment with squeezing and moving the bottles to create unique masterpieces! I said that was a great idea and we would definitely be trying that with all our children. Thanks for sharing! I made sure she saw all the children's efforts and explained how much fun they'd had completing their artworks.



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Write an example and use the exceeding theme (words in blue) to show how you are exceeding.

Or write a plan describing how you could improve to get to exceeding.

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National Quality Framework Policy

We are covered by and value the National Quality Framework which includes the Early Years Learning Framework (EYLF), the National Education and Care Law and Regulations, and the National Quality Standard covering seven Quality Areas:

1. Educational program and practice
2. Children’s health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Governance and Leadership

Services are assessed and rated on their performance. Rating levels include excellent, exceeding, meeting, working towards and significant improvement required.

We are committed to the continuous improvement of our practices and seek and value input from families and our community, including in respect of our Quality Improvement Plan.

Do you have any feedback or comments about this policy? Please include below.

Educator’s Name	Educator’s Signature

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Completing the table below gives you information about where the ideas and activities in your curriculum are coming from. Remember the EYLF and MTOP require most of your curriculum to be based on children’s ideas and interests, or related to their families and community. Educator input should not be the largest number in the table.

The table is designed to be used with Centre Support’s curriculum symbols showing where an activity or experience came from. Count the symbols for child input, family input etc and add under the Total Column. To work out the percentage divide each input number by the total of all inputs and multiply by 100.

Exceeding theme 2: Practice is informed by critical reflection

Curriculum Input	Total	Percentage
Child Input	eg 20	eg 57%
Family Input	eg 10	eg 28%
Community Input	eg 3	eg 9%
Educator Input	eg 2	eg 6%
Total	eg 35	eg 100%

Curriculum Input	Total	Percentage
Child Input		
Family Input		
Community Input		
Educator Input		
Total		

Completing the table below helps you reflect on how your day at work went compared to your best ever and worst ever days. Think about why you’ve given the day this rating. What could you change?

Mon	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
Tues	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
Wed	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
Thurs	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
Fri	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				

Space for further reflections if required

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