



Weekly Goals



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	<ol style="list-style-type: none"> <li>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 <a href="#">Click here for goal template.</a></li> <li>2. Identify barriers</li> <li>3. Track the goal daily</li> <li>4. Celebrate achieved goal.</li> </ol>
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Element

**Element 7.1.3 Roles and responsibilities - Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.**



Your NQS practice now?



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**In the box below, brainstorm (5 minutes) what you are currently doing for NQS Element 7.1.3 and why you doing 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 7.1.3.

**Week 35 2 November to 6 November 2020– 7.1.3 Roles and Responsibilities**



### 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 7.1.3. 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'**."

	ED1	ED2	ED3	ED4	ED5
<b>Laws and Regulations</b>					
Do you regularly refer to the National Law and Regulations if you have a question about what you should or shouldn't be doing?					
Do you regularly refer to the NQS for guidance on how your practices measure up ie working towards, meeting or exceeding?					
Do you implement a curriculum that encourages children to achieve or work towards the MTOP Learning Outcomes?					
<b>Professional Interactions</b>					
Do you always comply with your Service Code of Conduct eg behave in a respectful, professional way?					
Do you always share your knowledge and practice with team members?					
Do you welcome and support new staff members?					
Do you discuss staff changes and their role within the Service with families?					
Do you always support the Educational Leader and willingly implement their ideas?					
Do you always support other leaders eg Nominated Supervisor/Group Leader through your actions and comments?					
<b>Practice</b>					
Are you clear about your duties and responsibilities and who you should ask if you have a question?					
Do you contribute to Service hygiene schedules and willingly participate in cleaning activities?					
Do you regularly engage with families eg share information about their child, encourage them to contribute to activities or share their knowledge/culture?					
Do you regularly connect children with their community eg through excursions and activities?					
Do your practices always keep children safe eg you always minimise/remove hazards, report child protection concerns?					

#### Week 35 2 November to 6 November 2020– 7.1.3 Roles and Responsibilities



Checklist

Together as a team, use what you do (from your brainstorming session and the checklist) to write 3 short sentence that show “how” you are doing it. We’ve chosen 1 question 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 and Regulations if you have a question about what you should or shouldn’t be doing?	Yes I wasn’t sure if there was anything specific about delivering children to and from school. I had a look at Reg 99 and can see parents need to authorise this but there are no other specific requirements.
1. Do you regularly refer to the National Law and Regulations if you have a question about what you should or shouldn’t be doing?	
2.	
3.	

**Week 35 2 November to 6 November 2020– 7.1.3 Roles and Responsibilities**

As a team now reflect critically on a situation in your room that comes under Element 7.1.3 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 4 November 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



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### Example Situation

An educator asked if the NQS was something they Had to comply with or was it just one more thing they were asked to do?



**Child/ren**  
*I hear educators saying NQS. Wonder what it means?*

**Educators and Nominated Supervisor**  
*I used to love teaching. Now there's so much paperwork I feel like we're doing that more than interacting with the children.*

**Families and community**  
*I see words like NQS, MTOP on my child's documentation that I don't understand. I guess it means something to the educators.*

**Theorist and current research**  
**Reg 8**  
*"For the purposes of the definition of National Quality Standard in section 5(1) of the Law, the prescribed National Quality Standard is set out in Schedule 1."*

### 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 Educational Leader explained to all educators during her room meetings for the week 2\_11\_20 that the NQS was part of the National Law and Regulations and all the NQS elements were listed in Schedule 1 of the Regulations (see EL meeting notes). Together they looked up the Regs and Schedule 1 online. The EL explained therefore that meeting the NQS was not optional but something they must do.*

### Week 35 2 November to 6 November 2020– 7.1.3 Roles and Responsibilities

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As a team now reflect critically on a situation in your room that comes under Element 7.1.3 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 4 November 2020**

### 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:

- Would new staff agree you're always happy to explain Service practices, policies and procedures, or share your expertise?
- Would team members agree you always do your job properly and ask for help if you're busy or unsure what to do?
- Would your Educational Leader/Group Leader agree you confidently implement the MTOP which focuses on learning from relationships?



#### 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

#### Week 35 2 November to 6 November 2020– 7.1.3 Roles and Responsibilities



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 and critical reflection). 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/Self-Assessment 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/Self-Assessment based on meeting or exceeding Element indicators. Use the below points to guide your writing.

Inclusions	Yes	N/A
1. Write the <b>room location into the strength</b> . 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). <b>Only use first names – and don't use names if writing about a sensitive issue that a person/family may not wish to share publicly unless you have their consent to do so.</b>		
4. Evidence eg learning story, photo that's easy to access.		
<b>5. Write how you are achieving the exceeding themes.</b>		
Embedded Practice		
Critical Reflection		
Engagement with families/community		
6. Tell the assessor exactly where to find the <b>location of other evidence</b> they need to see to show how you're exceeding.		
7. Show the assessor the <b>location and time of other practice</b> they need to observe to show how you're exceeding.		

**Week 35 2 November to 6 November 2020– 7.1.3 Roles and Responsibilities**



Working  
Towards

We have a fairly basic Induction Process for new staff. There's no actual written procedure or checklist because we want to be responsive to the experience each new staff member brings to the Service.



Meeting

The green text is directly related to the meeting indicators for Element 7.1.3 on pages 297-298 of the NQF Guide

We have a comprehensive written Induction Procedure (in our Staff files) which covers all the necessary information, policies and procedures new staff need to know. We stagger the process over several weeks so staff are not overwhelmed and can absorb the information, making sure to prioritise what's most important (eg safety issues).



Exceeding

[Click the logo above to see the ACECQA NSQ Exceeding Themes for 7.1](#)

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 NQF Guide pages 299-301.

To ensure all staff are aware of their roles and responsibilities, we have a comprehensive written Induction Procedure (in our Staff files) which covers all the necessary information, policies and procedures new staff need to know. We stagger the process over several weeks so staff are not overwhelmed and can absorb the information, making sure to prioritise what's most important (eg safety issues). Our Induction Procedure includes evaluations by new staff and families. We recently added reviewing the Procedure when an employee is running late or is sick following feedback from a new employee.

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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## Staffing Arrangements Policy

Policy includes requirements:

- for minimum educator to child ratios
- for adequately supervising children including issues which may affect this
- for always supervising educators under 18 years of age
- ensuring students and volunteers are never left alone with any child
- to have an Educational Leader
- to always have a 'responsible person' present (ie one of approved provider, nominated supervisor, person in day to day charge) who "hands over" responsibility for the role to another eligible person if they leave the service
- for educator and Educational Leader qualifications, including first aid and child protection clearances
- for experience and fitness to hold 'responsible person' positions
- for fitness and propriety in persons dealing with Child Care Subsidy
- to design and implement rosters to promote continuity of care.

## Governance Policy

The Governance Policy outlines our Service structure, roles and responsibilities and adopts several governance principles including:

- clearly defined reporting relationships
- effective delegation guidelines
- regular communication between managers to ensure compliance and best practice
- ethical and responsible decision making eg consistent with our Code of Conduct, policies and the National Education and Care Law and Regulations
- fraud prevention eg in relation to administration of the Child Care Subsidy
- making timely and balanced disclosures eg as required under National Law and Regulations
- rights of children and families to be involved in decision making eg through regular requests for feedback and provision of information
- recognising and managing risk eg through risk assessments, WHS and hygiene procedures, compliance with policies and procedures.

Do you have any feedback or comments about these policies? Please include below.

## Week 35 2 November to 6 November 2020– 7.1.3 Roles and Responsibilities



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%
<b>Total</b>	<b>eg 35</b>	<b>eg 100%</b>

Curriculum Input	Total	Percentage
Child Input		
Family Input		
Community Input		
Educator Input		
<b>Total</b>		

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

**Week 35 2 November to 6 November 2020– 7.1.3 Roles and Responsibilities**