



Weekly Goals



Video Training
Click Here

	<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.
--	--



Element

Element 7.1.1 Service philosophy and purpose - A statement of philosophy guides all aspects of the service's operations



Your NQS practice now?



Video Training
Click Here

In the box below, brainstorm (5 minutes) what you are currently doing for NQS Element 7.1.1 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 7.1.1.

Week 33 19 October to 23 October 2020– 7.1.1 Service Philosophy and Purpose



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 7.1.1. 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
Do you know where to find the service philosophy?					
Can you discuss what's in the philosophy eg with families or an authorised officer?					
Do you discuss the philosophy at staff meetings or with your manager if it doesn't include the values and practices you think are important for the service and your teaching eg equity and inclusion?					
Can you explain how the philosophy					
• guides your curriculum planning and evaluation?					
• guides the decisions you make every day at the service?					
• guides your relationships with children and families?					
• supports the principles and practices of the EYLF/MTOP?					
• supports the NQS and the goal of continuous improvement?					
• aligns with the current priorities and approaches to practice at your service?					
Do you participate in reviews of the philosophy?					

Week 33 19 October to 23 October 2020– 7.1.1 Service Philosophy and Purpose



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 know where to find the service philosophy?	Yes our philosophy is displayed in our entrance foyer, in the staffroom and also in the children’s rooms so educators can regularly refer to it.
1. Do you know where to find the service philosophy?	
2.	
3.	

Week 33 19 October to 23 October 2020– 7.1.1 Service Philosophy and Purpose

As a team now reflect critically on a situation in your room that comes under Element 7.1.1 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 21 October 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


What do we actually mean when we talk about equity in our philosophy?



- 

Child/ren
It's not fair that I'm always at the back of the group just because it's easier for my wheelchair to go there.
- 

Educators and Nominated Supervisor
Maybe Ethan would feel more included if children made space for his wheelchair in the middle of the group.
- 

Families and community
It's frustrating always seeing Ethan at the back of every group/room? I know he'd like to be included more.
- 

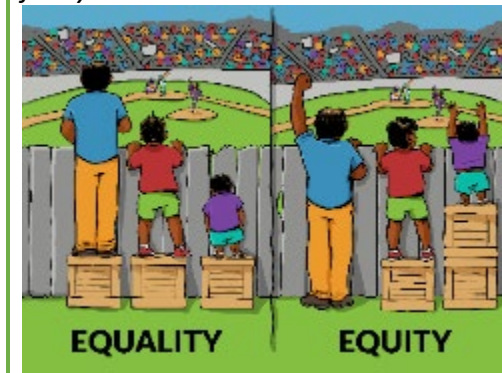
Theorist and current research
The Cambridge and Oxford dictionaries define equity as a situation where everyone is treated fairly and equally.
EYLF/MTOP say "educators who are committed to equity believe in all children's capacities to succeed, regardless of diverse circumstances and abilities."
The Exceeding indicators for many NQS elements include educators reflecting on the 'social justice and equity implications' of the element.

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.

After reflecting, educators supported by the Room/Group Leader made sure Ethan was in the middle/front/side of the group activities rather than the back (see photos of visit from emergency services 2_10_20), and have encouraged him to participate in all activities which they adapt as required (see photos of loose parts construction 5_10_20).

During reflections, educators discussed whether there was any difference between equality and equity. Miss Tara said there was, and showed educators the following image. Educators agreed it was more important to treat all children fairly and justly than to treat them all the same.



Week 33 19 October to 23 October 2020– 7.1.1 Service Philosophy and Purpose

Copyright Centre Support Pty Ltd 2020 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it.

As a team now reflect critically on a situation in your room that comes under Element 7.1.1 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 21 October 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 the Educational Leader agree you use the Philosophy to guide your curriculum planning and evaluation?
- Would families agree your relationships with their child reflect the values in the service Philosophy?
- Would the Nominated Supervisor agree your practices always support the Philosophy?



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 33 19 October to 23 October 2020– 7.1.1 Service Philosophy and Purpose

Copyright Centre Support Pty Ltd 2020 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it.



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 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). 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.		
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.		

Week 33 19 October to 23 October 2020– 7.1.1 Service Philosophy and Purpose



Working Towards

Every year we get our philosophy out, have a quick read to make sure it's okay, change the review date and file it away.



Meeting

The green text is directly related to the meeting indicators for Element 7.1.1 on pages 286-287 of the NQS Guide

We're constantly referring to our philosophy. It's displayed prominently in our classrooms, staff room and foyer entrance, and the Educational Leader helps educators see how its values and goals guide their everyday practice eg our Philosophy says we always meet children's needs. This is relevant not just for their care or educational needs, but also for their emotional development and their relationships with others ie NQS Quality Area 5. Please ask each Room/Group leader for examples.



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 NQS Guide pages 299-301.

Educators have been focusing on intentionally teaching Indigenous culture to children through everyday activities. See for example displays of dreamtime stories in our Cubs room, photos of Aboriginal rock art and children's art creations in the Tiger's room, and learning stories involving visits from local Elders 30_9_20. Every 6 months we review our philosophy at a staff meeting. At the last review several educators voiced their opinion that a focus on promoting Indigenous culture was missing from the Philosophy. The Nominated Supervisor also noted 'Aboriginal and Torres Strait Islander cultures are valued' is one of the guiding principles of the National Law (see meeting minutes 30_9_20). A revised Philosophy was circulated to families for comment. They were also invited to provide feedback on the Philosophy as a whole, not just the change. Several reacted positively saying it was good to see Indigenous culture and history being taught in an educational setting.

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.

Week 33 19 October to 23 October 2020– 7.1.1 Service Philosophy and Purpose

Enrolment Policy

Where there are limited vacancies, we may prioritise enrolling a child who is at risk of serious abuse or neglect, or who is a child of a sole parent who satisfies, or parents who both satisfy, the activity test through paid employment. Within these categories children we may also prioritise children in:

- Aboriginal and Torres Strait Islander families
- families with a disabled person
- families on low incomes
- families from a non-English speaking background
- socially isolated families
- single parent families.

Before enrolment families are shown around the service, given a copy of the Parent Handbook, involved in discussions about their child's needs, availability of days/times and service information, advised what they need to provide to complete enrolment and invited to bring their child to visit.

Unenrolled Children Policy

Unenrolled children (eg siblings of children at the service) are the responsibility of the adult that brought them to the service and must be supervised at all times.

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

--

Educator's Name	Educator's Signature

Week 33 19 October to 23 October 2020– 7.1.1 Service Philosophy and Purpose

Critical Reflection - Groups of Children

(Optional)

MONDAY TO FRIDAY
19 October to 23 October 2020

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

Week 33 19 October to 23 October 2020– 7.1.1 Service Philosophy and Purpose

Copyright Centre Support Pty Ltd 2020 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it.