



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

Element 7.1.2 Management Systems - Systems are in place to manage risk and enable the effective management and operation of a quality service



Your NQS practice now?



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In the box below, brainstorm (5 minutes) what you are currently doing for NQS Element 7.1.2 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 7.1.2.

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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 7.1.2. 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'**."

Practices	ED1	ED2	ED3	ED4	ED5
Do you complete risk assessments to manage potential risks eg new equipment, relevant learning activities?					
Do you only access your own personal information or information you need to do your job?					
Do you share curriculum information in a way that respects the privacy of children and their families?					
Do you refer to the National Law and Regs, and your policies and procedures when you're unsure what is required or how to do something?					
Do you always make notifications within the timeframes required under the National Law and Regs eg notify serious incident within 24 hours, notify parents of incident within 24 hours?					
Do you always follow all service policies and procedures, including those dealing with social media, technology, privacy, tobacco alcohol and drugs, broken resources, incidents/accidents, supervision and child protection?					
Do you always ask someone to explain a Policy or Reg requirement you don't understand?					
Do you use the complaints procedure if unable to resolve a complaint directly with the person concerned?					
Do you analyse incidents/accidents at the service and make improvements to practice/premises where relevant?					
Do you regularly contribute to the strengths and improvement sections of your Service QIP?					
Are you clear about who your supervisor is, and who you should give feedback to or discuss concerns with?					
Do you feel adequately supported eg coaching, mentoring, training is provided if needed?					
Communication					

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Do you offer feedback about service operations, policies and procedures during staff meetings if relevant?					
Do you give feedback and discuss concerns with your Supervisor (you must be clear who this is)?					
Do you ensure relevant information about children and families is passed on to your room leader or Nominated Supervisor?					
Do you ask for support if needed eg coaching, mentoring, training?					

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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 complete risk assessments to manage potential risks eg new equipment, relevant learning activities?	Yes we visited Pet Barn on our excursion on 7_9_20 and then discussed a suitable classroom pet. The children suggested an axolotl and educators completed a risk assessment. One of the measures we implemented to reduce risk was developing a set of ‘pet rules’ with the children.
1. Do you complete risk assessments to manage potential risks eg new equipment, relevant learning activities?	
2.	
3.	

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As a team now reflect critically on a situation in your room that comes under Element 7.1.2 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 28 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.

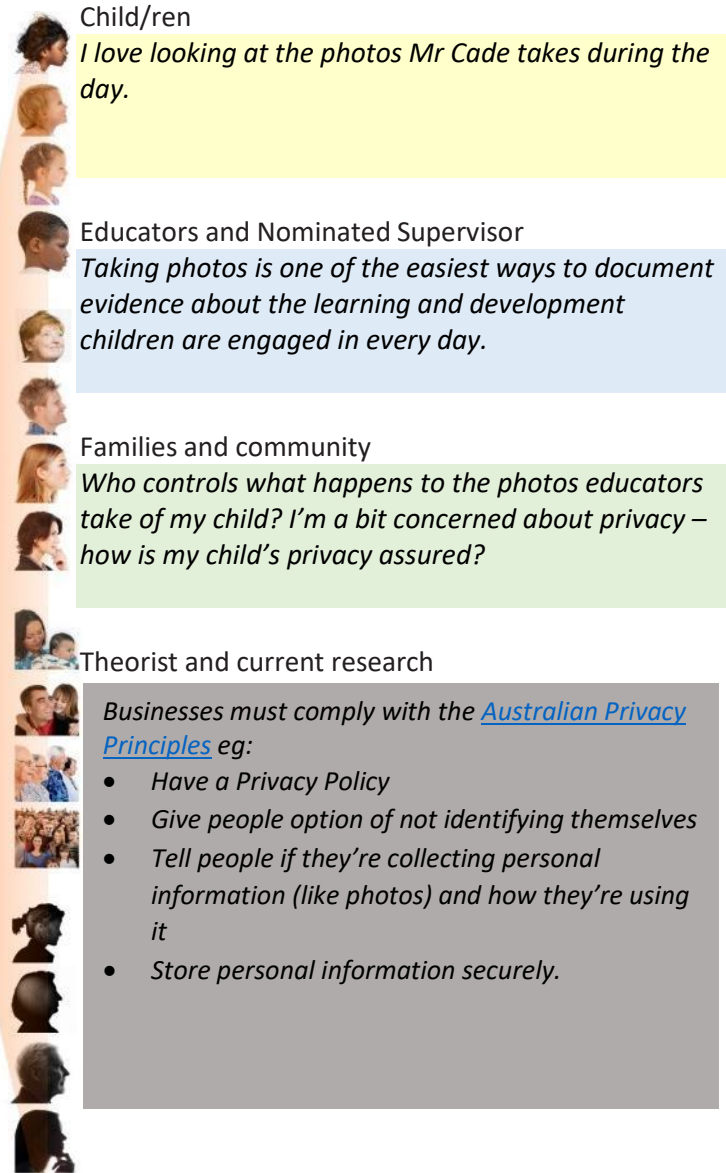
Please watch the video for more information



Video Training Click Here

Example Situation

A parent has questioned what controls there are around taking photos of children.



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 Room Leader suggested to the Nominated Supervisor that she review the Photography Policy at the upcoming staff meeting. The review included:

- Authorisations required from parents before photographs are taken of their child
- Educators must use the service camera to take photos of children – not their own not phone, tablet etc.
- Educators must remove children from groups before taking group photos if there is no authorisation
- Educators must not post photos of children on Service Facebook groups unless this authorised by parents
- Photos must be stored securely and how this is done.

All educators then read and signed off on the Photography Policy.

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As a team now reflect critically on a situation in your room that comes under Element 7.1.2 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 28 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:

- Are you confident you always follow service policies and procedures, and if not, what action will you take?
- Would team members agree you're aware of past incidents and change your practices or the environment to reduce the risk the incident will happen again?
- Would your Educational Leader or Room/Group Leader agree that you ask them for help or training etc when you're not sure about something?



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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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.		

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Working Towards

When we surveyed families about service safety, hygiene and maintenance issues, a couple said they had concerns about our sandpit. There was always sand on the path surrounding the sandpit. This could be a slip hazard. We made sure the path was swept before drop off and pick times.



Meeting

The green text is directly related to the meeting indicators for Element 7.1.2 on pages 290-296 of the NQF Guide

When we surveyed families about service safety, hygiene and maintenance issues (**survey 5_10_20**), a couple said they had concerns about our sandpit. There was always sand on the path surrounding the sandpit. This could be a slip hazard. **The Nominated Supervisor spoke to all Room/Group Leaders advising educators must teach children about the dangers of running next to the sandpit, and how to sweep the sand back from the sandpit.**



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.

As part of our regular engagement with families, we surveyed families about service safety, hygiene and maintenance issues **on 5_10_20**. **A couple of families said they had concerns about our sandpit** (see survey feedback). There was always sand on the path surrounding the sandpit. This could be a slip hazard. **The Nominated Supervisor responded to the feedback and proactively managed the risk. She spoke to all Room/Group Leaders advising educators must teach children about the dangers of running next to the sandpit, and how to sweep the sand back from the sandpit.**

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.

Record Keeping and Retention Policy

This policy details records that must be kept for:

- Nominated Supervisors, Educational Leaders, ECTs, all other staff, students and volunteers, 'responsible persons', and educators working directly with children (includes qualifications, working with children checks)
- enrolled children (includes medication record, incident, injury, trauma or illness record if relevant, learning documentation, record of attendance, enrolment records)
- compliance with the National Early Childhood Law
- compliance with Child Care Subsidy Laws.

It also explains the length of time records must be kept for.

Termination of Enrolment Policy

The Nominated Supervisor may terminate a child's enrolment if:

- the child's safety, or the safety and wellbeing of other children and staff at the service is, or is likely to be compromised
- the child's family consistently refuses to comply with service policies and procedures including:
 - Fees Policy which requires all fees be paid on time and children are collected before the centre closes
 - Code of Conduct Policy which requires families/carers to always interact with staff in a respectful, non-threatening way
 - Additional Needs Policy and Behaviour Policy which require families work with educators to ensure their child receives the best possible support and do not adversely affect the learning environment for other children.

The Nominated Supervisor will advise the family in writing that their child's enrolment will be terminated, the reason why, how much money is owed or owing, and the effective date of termination (at least 2 weeks in advance from date of letter unless there is safety issue).

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

Educator's Name	Educator's Signature

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Critical Reflection - Groups of Children

(Optional)

MONDAY TO FRIDAY
26 October to 30 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

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