NQS Professional Development
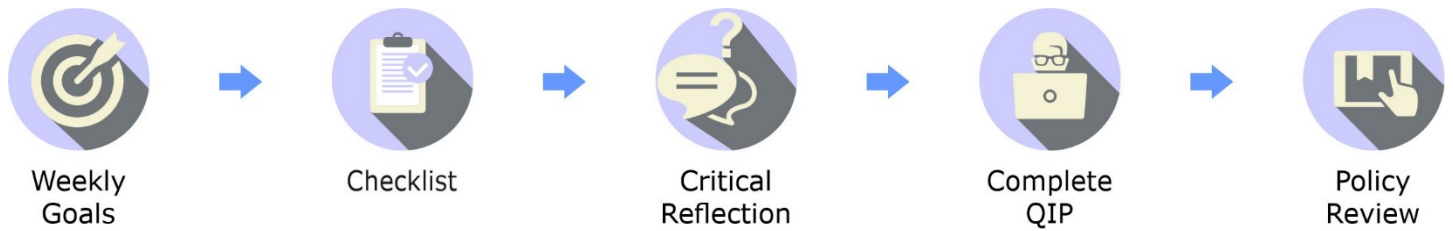
This week, we are looking at Standard 7.1, Governance, Governance supports the operation of a quality service.
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| Weekly Goals | → | Checklist | → | Critical Reflection | → | Complete QIP | → | Policy Review |

Weekly Goals

Video Training Click Here

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.

Checklist

Why are you doing the checklist?　　　　　　　**Monday 9 November 2020**

Practices identified in the checklist are what the assessor needs to see you do so they can check you're **'exceeding the NQS.'** 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	

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Are you Exceeding? Use the checklist below to see.

Exceeding - Embedded Practice	ED1	ED2	ED3	ED4	ED5
You can discuss (eg with an assessor) some of the management systems and decision-making processes at the service that promote risk management and continuous improvement eg recruitment practices, complaint procedures, incident procedures and supervision practices.	E	E	E		
If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it. *Example: We have a coaching/mentoring program to ensure students, trainees and volunteers understand our philosophy and core values, and can competently complete the tasks they're assigned.*					
You can discuss (eg with an assessor) some of the management systems and decision-making processes at the service that promote risk management and continuous improvement eg recruitment practices, complaint procedures, incident procedures and supervision practices.					
If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.					
You can discuss (eg with an assessor) how the service philosophy influences your teaching practices.					
If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.					
You can discuss (eg with an assessor) your role and responsibilities in relation to children, families, other educators and service procedures.					
If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.					

Exceeding - Critical Reflection

There's evidence you regularly contribute to critical reflections about the service philosophy to ensure it meets current service priorities and values.					
If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it. *Example: At our last staff review of the Philosophy I suggested we include something about continually improving, not just talk about high quality outcomes (see meeting notes 6_8_20)*					
There's evidence you regularly contribute to critical reflections about the service philosophy to ensure it meets current service priorities and values.					
If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.					
There's evidence you regularly participate in reviews of policies and procedures to ensure they meet current needs, are adjusted as required based on identified risks or past incidents, and reflect best practice approaches.					
If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.					

Exceeding - Engagement with families and community

There's evidence you encourage families and community members to review and provide feedback on the service philosophy, policies and procedures.					
If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it. *Example: We're all aware that the 'Partnerships with Families' page is displayed in the foyer where parents sign in/out. I've suggested this page is also displayed in each room as it's easier for educators to encourage feedback during conversations with families.*					
There's evidence you encourage families and community members to review and provide feedback on the service philosophy, policies and procedures.					
If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.					
There's evidence you help families and community members to understand how they can provide feedback, and the role and responsibilities different staff members have.					

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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. You can also use the outcomes of your critical reflection in your Service QIP (Improvement section). 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.

Thursday 12 November 2020

Step 1 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

Example Situation
Service has various checklists which are not always properly completed.

Exceeding themes Standard 7.1 Embedded Practice
Well established governance arrangements and administrative systems consistently support the operation of a high quality service and drive continuous quality improvement.

Critical Reflection
Educators, co-ordinators and those with management responsibilities are aware of and able to discuss the service's governance and decision-making processes and how these align with professional standards and contribute to continuous quality improvement

Engagement with families and communities
Governance of the service welcomes, reflects and draws on the voices, priorities and strengths of the children and families at the service

Child/ren
Miss Zara said she needed to finish a checklist before she could help set up the obstacle course. It might be fun to help her if she asked.

Educators and Nominated Supervisor
Isn't there enough to do completing children's portfolios without doing extra paperwork?

Families and community
I've noticed some areas of Brayden's room are always grotty. You'd think they'd be a checklist and a regular cleaning routine/schedule.

Theorist and current research
"An effective governance framework includes an effective and efficient management system to:
- *enable the operation of a quality service*
- *ensure that all aspects of its operations… are consistent with the principles underlying the National Law, National Regulations …*
- *manage foreseeable and long-term risks to the service's operations and to children while they attend the service." NQF Guide QA 7.1*

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.

At a staff meeting on 5_10_20 the NS explained the checklist requirements were to ensure the Service complied with the National law and Regs, and service policies and procedures. They were supposed to help staff make sure everything was covered, and it was important to ensure they were done properly eg the 'Room Presentation' Checklist ensured there were no more complaints from parents about lack of cleaning in some areas. Completing the checklists was part of their jobs. The NS said she was happy to discuss any issues with the checklists eg they were being asked to check the same thing more than once, or a particular check was not needed for a particular reason.

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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. You can also use the outcomes of your critical reflection in your Service QIP (Improvement section). 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.

Thursday 12 November 2020

Step 1 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.

Critical Reflection

Select one or more from below (or something else in this week's checklist) to critically reflect upon:

- Could you confidently explain to an assessor who families should talk to about different issues, showing a detailed understanding of all employees' roles and responsibilities?

- Would the NS agree you regularly contribute to reviews of the service philosophy, policies and procedures?

- Would families agree you encourage them to provide feedback on service policies and procedures?

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 and Wednesday's 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 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. On the next page we look at how to write meeting and exceeding strengths in your QIP. Use the below points to guide you 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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W

Working Towards

Some of the information taken about children and families at enrolment never seems to make it to room educators. I guess we just need to make sure they actually read the enrolment form.

M

Meeting

The green text is directly related to the meeting indicators for Elements in Standard 7.1 on pages 178-179 of the NQS Guide

We found that some of the information taken about children and families at enrolment never seemed to make it to room educators. So we implemented a new procedure where our Admin Manager emails each room about newly enrolled children including key information for that child, highlighting things like medical and food requirements as well as information educators can use to promote children's learning. Then a hard copy is taken to the rooms and a verbal meeting occurs to ensure everyone has all the correct information before the child starts. A checklist has been developed and it's completed by the Admin Manager, Room Leaders and the Nominated Supervisor (procedure and checklist available in new children's files).

E

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 and the checklist on Monday, Tuesday and Wednesday in the NQS Guide pages 114-116.

We found that some of the information taken about children and families at enrolment never seemed to make it to room educators. So we implemented a new procedure where our Admin Manager emails each room about newly enrolled children including key information for that child, highlighting things like medical and food requirements (particularly important as we cater to children with additional needs) as well as information educators can use to promote children's learning. Then a hard copy is taken to the rooms and a verbal meeting occurs to ensure everyone has all the correct information before the child starts. A checklist has been developed and it's completed by the Admin Manager, Room Leaders and the Nominated Supervisor (procedure and checklist available in new children's files). The NS discussed the new process at a staff meeting on 10_10_20 (staff meeting file) to ensure all staff were aware of the process and the reasons it was being implemented.
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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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Acceptance and Refusal of Authorisations Policy

Except in the case of emergencies, authorisations must be provided in writing for:

- Administration of medication, medical treatment, and ambulance transportation
- Excursions including regular outings
- Photographing children and where relevant posting photographs on service social media account
- Collection of children by people other than parents (authorised nominees)
- Disclosure of a child's personal information where this is not legally required or families would not expect the disclosure

Verbal authorisations allowed if:

- there is a medical emergency (authorisations are not required for asthma and anaphylaxis emergencies)
- parents or authorised nominees are unable to collect a child before the service closes and authorise an alternate person to collect the child (we must be able to identify person)

Fees Policy

Includes information about:

- booking/enrolment fee
- how and when fees must be paid (eg in advance, weekly or fortnightly, pupil free days, when child is sick or on holidays)
- arrangements for Child Care Subsidy
- what must be included in statements of entitlement
- invoices and receipts
- notice required to terminate enrolment
- service fees including late fees
- process for recovering overdue fees.

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

Educator's Name	Educator's Signature

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Critical Reflection - Groups of Children (Optional)

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