



We can solve problems with practice with the help of the NQS



The NQS can guide our critical reflections



The NQS is what we assess against to write our QIPs



The NQS is what assessors assess us against to write their A&R report



Families can make a choice based on our NQS rating



Educators

Looking at the element in detail - A service reviewed what the NQF Guide said about element 7.2.1 and understood continuous improvement involves regularly monitoring and reviewing performance to guide planning and improve quality.



Solving Problems with the NQS

This element covers all the elements in the NQS and if you use the element indicators, you should be able to solve many problems you experience in practice.

Problem to improve upon – a child is not engaged with other children or the activities.

Aim: Encourage children's inclusion and participation

What to do: Go to the NQS element that could help eg for this example Element 3.2.1 Inclusive environment.

Select just one point from the element that could help guide or change your practice.

Children

- *exploring relationships with living things and observing, noticing and responding to change* (page 196 NQF Guide)

Week 1, 31 January – 4 February 2022- 7.2.1 Continuous Improvement

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Reflect and think about the point in relation to the child. *“Ariella loves bugs and natural things. Thinking now about when she doesn’t want to join in, we are not including her love for bugs.”*

Practice change – We have purchased a cushion with bug material for Ariella to sit on in group time. What a difference that’s made! Ariella now sits in group time.

Problem to improve upon – many families are moving to our town to escape city high prices. They come from diverse multicultural backgrounds and don’t know other families in town.

Aim: Better integrate the diverse cultures of children, families, and the community

What to do: Go to the NQS element that could help, eg for this example Element 6.1.3 Families are supported.

Select just one point from the element that could help guide or change your practice.

Assessors may discuss

- *how families are sensitively supported and encouraged to access local community services and resources that may be relevant to them (page 265 NQF Guide)*

Reflect and think about the point in relation to the new families. *“Some families wouldn’t know anyone here, and the children wouldn’t be invited for play dates.”*

Practice change – We’ve set up regular Saturday morning playdates in a local park. We provide stickers so the families can write their name on them and introduce themselves to each other. This was a hit and from here we have learnt so much about other cultures.

From the list below, select a point you could aim to improve with your everyday practice:

- connect children with their community
- build partnerships with families
- discover and build on children’s ideas and interests
- improve your critical reflection skills
- improve your learning documentation eg to show evidence of the assessment and planning cycle
- improve your verbal and written communication skills

- set up environments which spark children’s interest and look amazing
- manage children’s behaviour
- use routines and transitions as learning opportunities
- feel valued and part of a team.

What problem needs to be improved upon?

Aim (selected from the above points)

What NQS Element could help you to think about the problem differently?

Select just one point from the NQS Element

Reflect and think about the point in relation to the problem.

Create a practice change

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The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives.” Pick one of the following reflection points to complete the table below:

- Do you objectively assess your practice against the EYLF? (related to improvement example)
- Do you explain changes in practice or service operations to families from a quality improvement perspective?
- Do you consistently support team members to improve their practice?

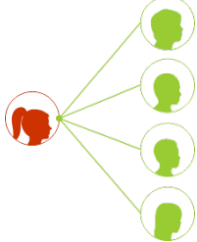
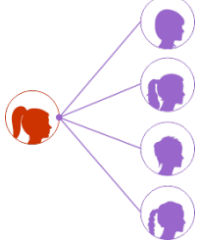
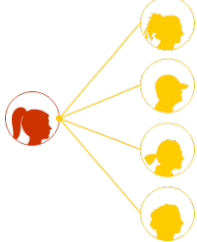
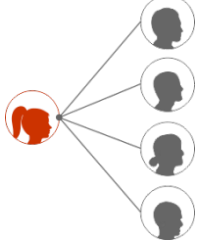
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
<p>a child</p>	Sometimes we get to learn more about what we like, and other times we have to learn about things like road safety and healthy eating.	<p>After several educators asked how they're supposed to show whether or not they're implementing the EYLF, the EL ran a coaching session explaining how to use the indicators under the learning outcomes in the EYLF books ie the indicators on the left show what children know and can do, while those on the right show how educators can extend learning. Educators can use these ideas and phrases when planning and documenting children's learning.</p>
<p>an educator</p>	How am I supposed to show whether or not I'm implementing the EYLF?	
<p>your families</p>	My child's having a great time at the Centre. It's not like school though where educators have to follow a curriculum is it?	
<p>theorist and current research</p>	<i>“Working in partnership with families, educators use the Learning Outcomes to guide their planning for children's learning.”</i> (EYLF)	

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- Do you objectively assess your practice against the EYLF?
- Do you explain changes in practice or service operations to families from a quality improvement perspective?
- Do you consistently support team members to improve their practice?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>		
 <p>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		



Complete your QIP

The information you write below can go directly into your QIP or Self-Assessment Tool (SAT) (NSW ONLY)

Instructions

For a MEETING QIP and Self-Assessment Tool (SAT)	For Exceeding the QIP and Self-Assessment Tool (SAT)
<i>Please give an example of the way you've passed on information from families, children or the community that could be used to improve service outcomes or practices.</i>	<i>Please discuss how you regularly and actively contribute to the service Quality Improvement Plan or Self-Assessment Tool, and how this process drives continuous improvement in service quality and enhances outcomes for children and families.</i>
<i>Please explain how all educators and staff are regularly involved in updating the QIP.</i>	<i>Give an example of the how all staff regularly reflect on staff or service performance against the NQS to understand where their performance is against the exceeding NQS indicators.</i>
<i>Please give an example of the way your regular performance reviews contribute to improved practices and outcomes for children.</i>	<i>Please give an example of a community partnership that supports your professional development and improves outcomes for children and families.</i>
If you cannot answer these questions above the you are not meeting. This means you need to create an improvement plan and make changes to your practice	

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