



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 7.1.1 and understood the Philosophy had three purposes. It:

1. underpins the decisions, policies, and daily practices of the service
2. reflects a shared understanding of the role of the service among staff, children, families, and the community
3. guides educators' pedagogy, planning and practice when delivering the educational program.



Solving Problems with the NQS

Problem your philosophy can solve – an educator wants to improve the backyard and has all these things they have found that can be bought online.

Aim: To develop strong community relationships as discussed in Philosophy.

What to do: Go to the NQS element that could help eg for this example Element 6.2.3 Community engagement.

Week 2, 7 February – 11 February 2022- 7.1.1 Service philosophy and purpose

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

Assessors may observe

- an environment that reflects the lives of the children and families using the service and the cultural diversity of the broader community, including Aboriginal and Torres Strait Islander communities (page 277 NQF Guide)

Reflect and think about the point in relation to the environment. *“How could we reflect children’s interests and the cultures of our families in the environment?”*

Practice change – We have included families and children in planning changes to the environment. Now we’re focused on changes which reflect children’s interests and culture like yarning circles, tree swings and frog ponds, and increasing our engagement with families in the process.

Problem to improve upon – educators are happy to do things the way they’ve always been done.

Aim: To continually improve (from Philosophy) the quality of the program and interactions with children.

What to do: Go to the NQS element that could help, eg for this example Element 7.2.1 Continuous improvement.

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

Assessors may discuss

- how the educational leader supports educators to engage in reflective practice to refine strategies and to create and sustain improvements (page 305 NQF Guide)

Reflect and think about the point in relation to improving program quality *“Our Educational Leader is managing educators, for example to complete observations/portfolios, and not leading critical reflection and changes to improve quality.”*

Practice change – Each morning the Educational Leader spends 5 minutes in a room/group leading critical reflection meeting, or discussing the success of changes resulting from these meetings. Educators have stopped planning themes for the week and planned more flexibly around children’s long-term or recent interests.

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

- ensuring children settle quickly in the morning at drop off
- ensuring children are always safe within your service
- discovering what authentic connections can be made with your local First Nations Peoples
- joining in with children’s play
- identifying better ways to teach concepts from the EYLF or MTOP Learning Outcomes
- ensuring children have the ability to contribute to the routine.

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:

- How could you contribute to a more meaningful review of the Service Philosophy? **(related to improvement example)**
- In what situations would it be appropriate and relevant to refer to the Service Philosophy with families?
- What needs to happen to ensure educators and staff view the Service Philosophy as an important Guide to Service practices?

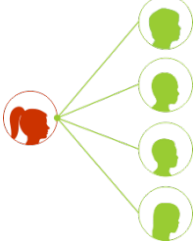
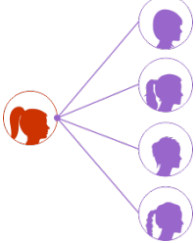
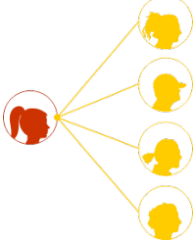
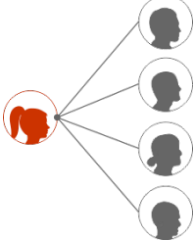
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
<p>a child</p>	It was hard not seeing my friends during COVID. You never know what's about to change.	Miss Annie emailed her feedback about the Philosophy to the Nominated Supervisor who included it on the agenda for the next staff meeting. Miss Annie also reviewed the COVID related resources available from Emerging Minds with educators, and ensured families were given access to them.
<p>an educator</p>	I can see the impact of COVID isolation requirements on some children's mental health, and it's made me think our Philosophy talks about children's safety, health and wellbeing, but doesn't specifically include mental health. There's been an increased focus on mental health issues for children and adults too in recent times. (Miss Annie – Educational Leader)	
<p>your families</p>	I know my kids have some anxiety from all the COVID related rules that's changed our lives in some many ways, and I feel like I should be supporting them more, but honestly life's hard enough at the moment, and I'm not sure what I should do anyway.	
<p>theorist and current research</p>	Critical theorists like Friere believe planning considers learning from the child's perspective.	

Week 2, 7 February – 11 February 2022- 7.1.1 Service philosophy and purpose



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 <p>a child</p>		
 <p>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		



Complete your QIP

Instructions If you are happy with a Meeting rating you do not need to answer the Exceeding questions. Note if you can't answer all meeting questions you are not meeting the element, and you need to create an improvement plan and make changes to your practice.

If you are striving for an Exceeding rating, we suggest you answer all meeting and exceeding questions. You can copy your answers into your QIP, or SAT (NSW ONLY).

For a MEETING QIP and Self-Assessment Tool (SAT)	For Exceeding the QIP and Self-Assessment Tool (SAT)
<i>Please explain how educators are guided by the Service Philosophy.</i>	Embedded Practice <i>Please explain how you regularly contribute to reviews of the Philosophy and what some of those contributions have been.</i>
<i>Please give an example of how your Service policies/procedures reflect the values/statements in the Philosophy.</i>	Critical Reflection <i>Please explain how and why the Philosophy changed after you or other staff/managers reflected critically on the way it aligned with Service practices, priorities and purpose.</i>
<i>Please give an example of how your relationships and interactions with children support the values/statements in the Philosophy.</i>	Engagement with families and community <i>Please give an example of how you've encouraged families or community members to provide feedback and contribute to reviews of the Philosophy.</i>

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