



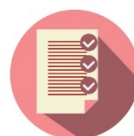
We can solve problems with practice with the help of the NQS



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 1.3.2 and understood educators must:

- look *closely* at events, experiences, guiding principles, and their practices from different viewpoints
- use what they discover to identify practice that can continue and practice that needs changing to improve children's participation, learning and development
- identify how they may improve the program.



Solving Problems with the NQS

Problem the element can solve – no amount of critical reflection can solve a skill gap eg educators who don't have their own children can find it hard to see things from parents' perspective.

Aim: To identify skill gaps and train educators to overcome these.

Week 4, 21 February – 25 February 2022- 1.3.2 Critical Reflection

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

Assessors may observe

- educators sharing their knowledge and discussing and reflecting on the needs of particular children and families (page 222 NQF Guide)

Reflect and think about the point in relation to critical reflection eg “How could we help all educators see things from a parent’s perspective?”

Practice change – Educators with children started sharing their experiences, and reflecting on incidents and examples at the Service with other educators from a parent perspective. This has helped educators without children better understand and anticipate parent concerns, and the differing expectations parents have.

Problem to improve upon – children running around all over the place, maybe having tussles and fights.

Aim: To have a more ordered and calmer environment.

What to do: Go to the NQS element that could help, eg for this example Element 1.1.3 Program learning Opportunities.

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

Assessors may observe

- educators planning and implementing transitions and routines that support individual children’s preferences and requirements (page 113 NQF Guide)

Reflect and think about the point in relation to children’s behaviour in the environment. What needs to happen?

Practice change – we’ve started provided a more structured approach at the start of free play sessions. We’ve found children need to know what to do, and who’s there to help at the beginning of the session, then the more creative, unstructured free play emerges.

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

- less evaluation (how did things go) and more critical reflection (using multiple viewpoints to improve practice)
- advising parents promptly of incidents and accidents
- notifying parents about soiled/wet clothing in children’s bags
- learn something new about a child and using that when planning the program
- learn something new about a family and use that as family input to the program or to support them.

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

Week 4, 21 February – 25 February 2022- 1.3.2 Critical Reflection



Checklist

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 there's something on the checklist that you're not doing, you need to adjust your practice to do it, or ask for help and training to implement it ie work with your educational/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	

Do you use different methods to critically reflect eg jottings/notes, children's comments and work, photos, comments from team members or families?					
Do you critically reflect on planned and unplanned events and experiences, including routines and transitions, guiding principles and your practice eg intentional teaching, communication, relationships with children, and child-centred learning?					
Do you reflect from different viewpoints ie do you look through the eyes of a children, families, colleagues, the community and theorists?					
Do you sometimes use questions to help guide your reflection eg Who benefits when I work this way? What am I confronted by?					
Do you record your critical reflections eg diary/journal, reflection sheets?					
Do you use your critical reflections to improve each child's participation, engagement and progress towards learning outcomes?					
Is your critical reflection regular and ongoing?					
Do you critically reflect during planned reflection times as well as spontaneously when opportunities arise?					
Do you reflect individually and as part of a team?					
Do you make sure your reflections are true reflections, and not a description of what happened during the day or evaluation of a lesson or activity?					
Do you use your reflections to write strengths and improvement plans for your QIP?					

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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:

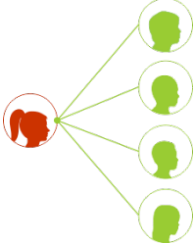
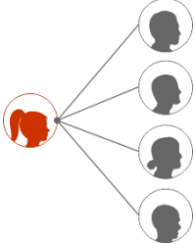
- How do you or could you use the EYLF/MTOP to help you reflect? (eg see QIP/SAT improvement example)
- What opportunities are there for educators to raise issues/concerns and receive meaningful advice and support from colleagues?
- Could you improve the quality of evidence which supports your reflective process?

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>	I love building things with my friends. (Jules)	The EL held training sessions for educators explaining how the indicators under the EYLF/MTOP outcomes can help educators reflect on their practice. For example, under Outcome 4.3 there’s an indicator that says “Educators support children to construct multiple solutions to problems and use different ways of thinking.”
<p>an educator</p>	How do I know if I’m implementing the EYLF/MTOP well? I mean – what could I do better in relation to outcome 4.3 Children transfer and adapt what they have learned from one context to another?	In relation to children’s constructions, educators brainstormed how they could apply this indicator - eg thinking about building from the perspective of balance, gravity, fit, appearance, design, usefulness, collaboration, building activities in the community etc – and then could see how this strengthened their practice and children’s outcomes.
<p>your families</p>	Jules is so proud of the things he builds at school. I’m not sure exactly what he’s learning but he loves it.(Jules dad)	
<p>theorist and current research</p>	<p>Theoretical perspective – Critical Theorists – Friere</p> <p>Key ideas include – Children have a right to be heard and consulted</p> <p>Practices – Educators use critical reflection to make curriculum decisions.</p> <p>Source – Educators’ Guide to the EYLF</p>	



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- How do you or could you use the EYLF/MTOP to help you reflect?
- What opportunities are there for educators to raise issues/concerns and receive meaningful advice and support from colleagues?
- Could you improve the quality of evidence which supports your reflective process?

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

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 give a recent example of how you reflect during planned reflection times as well as spontaneously when opportunities arise.</i>	Embedded Practice <i>Please give an example of the way you and your team of educators consistently use your reflections to improve the design and implementation of the program.</i>
<i>Please give an example of a reflection relating to a routine or transition and any changes made as a result.</i>	Critical Reflection <i>Please discuss how all educators in your team have opportunities to contribute to critical reflection and are able to challenge taken-for-granted practices and assumptions.</i>
<i>Please give an example of a reflection that led to an increase in a child's participation and engagement in the program.</i>	Engagement with families and community <i>Please give an example of how you and your team use families' comments and feedback to inform your reflections (eg see QIP/SAT Strength example).</i>

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