



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

How are the National Quality Standards used by stakeholders?



Educators

7.1.3 Roles and responsibilities – *Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.*

Looking at the element in detail - A service reviewed what the NQF Guide said about element 7.1.3 and understood educators should have a clear understanding of:

- their roles, responsibilities and expectations for their performance
- the staffing structure.



Solving Problems with the NQS

Problem the element can solve – when asked to do certain tasks educator complain ‘it isn’t their job.’

Aim: Educators have a clear understanding of their role/job.

What to do: Go to NQS element 7.1.3.

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

Assessors may sight

- *information provided to all staff members about the service and their role, such as position descriptions (page 298 NQF Guide)*

Week 9, 28 March – 1 April 2022- 7.1.3 Roles and responsibilities

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Reflect and think about the point in relation to educators' responsibilities and expectations?

these ideas along with the reasons you think this may help the team or improve outcomes.

Practice change – The Nominated Supervisor held performance reviews with each educator and discussed the educator's job descriptions with them to clarify their responsibilities and expectations. The NS also added examples to the general statements in the job descriptions, and scheduled quarterly performance reviews to help address the problem.

Problem to improve upon – educators aren't sure who to ask about some problems/topics.

Aim: Educators can confidently direct questions or issues to the right person.

What to do: Go to NQS element 7.1.3.

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

Assessors may discuss

- *induction processes for all educators and staff, including relief educators (page 298 NQF Guide)*

Reflect and think about the point in relation to service induction processes and whether you could suggest improvements to the process to address this problem.

Practice change – Following feedback from educators, the NS included a page in the Induction Pack listing the management, leadership and admin roles and examples of the issues/questions educators should direct to each role.

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

- forwarding feedback from families to relevant leaders/managers
- understanding the National Law, Regs and NQS eg by regularly referring to these to answer queries
- supporting the Educational Leader's ideas and instructions
- helping your room/group leader improve the way educators work as a team
- identifying better/different ways of doing things with room/group/educational leaders and voicing

What problem needs to be improved upon?

Aim (selected from the above points)

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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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	

ED1 ED2 ED3 ED4 ED5

Regulatory Framework

Do you understand how your practice meets your Service philosophy?					
Do you regularly refer to the National Law and Regulations eg to clarify requirements?					
Do you regularly refer to the NQS for guidance on where your practice is ie working towards, meeting or exceeding?					
Do you implement a curriculum that promotes the EYLF Learning Outcomes?					

Professional Interactions

Do you always comply with your Service Code of Conduct eg behave in a respectful, professional way?					
Do you share your knowledge and practice with other team members?					
Do you welcome and support new staff members?					
Do you discuss staff changes and roles with families?					
Do you always support the Educational Leader and willingly implement their ideas?					
Do you always support other leaders eg Nominated Supervisor/Room Leader through your actions and comments?					

Practice

Are you clear about your duties and responsibilities – including those unrelated to teaching eg cleaning?					
Do you know who to go to for help or guidance?					
Do you regularly engage with families eg encourage them to give feedback, contribute to curriculum, participate in/lead activities, share their knowledge/culture?					
Do you discuss how your practice reflects the Service philosophy with families?					
Do you regularly connect children with their community eg through excursions/activities that reflect your unique location and context?					
Do you prioritise children's safety eg always minimise/remove hazards, report child protection concerns?					

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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 really understand the expectations your manager/leader has for your job?
- Do families understand your responsibilities include providing them with information and community connections to support parenting and family wellbeing?
- If you could change one thing to make your role clearer (for yourself or others), what would it be? **(related to improvement example)**

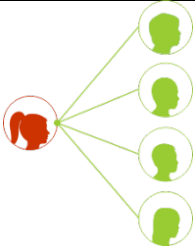
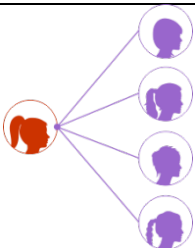
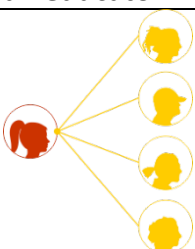
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
<p>a child</p>	Miss Tahnee likes doing things this way. I like doing it the old way because everyone gets a go and I get to play with all my friends.	The NS spoke with the EL and room/group leader to make sure Miss Tahnee was feeling welcome and fitting in with her new team.
<p>an educator</p>	Sometimes new staff come with fixed ideas about the way things should be done – that’s how they did them at their old centre. I wish they’d understand our service - like every service – is unique and what worked elsewhere may not work here - or we may have higher standards/expectations. If they’re going to persist with that attitude, maybe they shouldn’t have been hired in the first place.	Both mentioned Miss Tahnee’s reluctance to change her practice to meet the standards and expectations of the Service. This led to the NS: <ul style="list-style-type: none"> • implementing a performance improvement plan with Miss Tahnee • improving the recruitment procedure eg adding a question about the applicant’s approach to changing current practice to meet Service requirements and expectations.
<p>your families</p>	In sense there’s a bit of tension between the new staff member and other educators. I hope that doesn’t affect Cody. (Cody’s mum)	
<p>theorist and current research</p>	NQS Element 7.1.2 <i>Assessors may discuss</i> <ul style="list-style-type: none"> • <i>human resource management procedures including recruitment and selection...</i> • <i>opportunities for all staff members to comment on and improve the effectiveness of systems within the service</i> 	

Week 9, 28 March – 1 April 2022- 7.1.3 Roles and responsibilities



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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>Give an example of a time you've referred a parent to a policy/procedure to help explain your actions.</i>	Embedded Practice <i>Give an example of the support or mentoring you've given to a team member when they didn't have the necessary skills or knowledge.</i>
<i>Give an example of a time you noticed something inside or outside that was unsafe and what you did about it.</i>	Critical Reflection <i>Give an example where you or your team reflected on service roles and responsibilities and how this improved practice and strengthened continuous improvement.</i>
<i>Give an example of a time you referred to the National Law, Regs or NQS when you weren't sure about what you should be doing?</i>	Engagement with families and community <i>Give an example of a time you've supported a family to understand the roles and responsibilities of educators, staff or managers (eg see QIP/SAT Strength example).</i>

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