How are the National Quality Standards used by stakeholders?

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

1.1.1 Approved learning framework – *Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.*

Looking at the element in detail - A service reviewed what the NQF Guide said about element 1.1.1 and understood educators must help each child to:
1. build a strong sense of identity
2. connect with and contribute to their community
3. develop a strong sense of wellbeing
4. become a confident and involved learner
5. become an effective communicator.

Solving Problems with the NQS

Problem the element can solve – some educators are reluctant to take children into the community.

Aim: Educators overcome their fear of outings and implement practices which help manage outings so children can benefit from all the learning that comes from engaging with their community.

What to do: Go to NQS element 7.2.2 "Educational Leadership."

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

Assessors may discuss

- *how the educational leader assists educators to promote children's learning and development (page 309 NQF Guide)*

Reflect and think about the point in relation to outings into the community.

Practice change – The Educational Leader and educators discussed how some educators were reluctant to venture into the community with children because they were scared. The EL suggested strategies which could make it easier to prepare for outings. These included having a free play time for half an hour prior to the outing during which educators would gradually ensure all children were ready to leave eg had sunscreen, hats, had gone to the bathroom.

Problem to improve upon – some educators think an 'emergent curriculum' means a program based on free play and they don't need to do anything.

Aim: Educators understand an 'emergent curriculum' means using children's interests and ideas to plan, implement and assess learning.

What to do: Go to NQS element 7.2.2 "Educational Leadership."

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

Assessors may sight evidence of:

- *reflective practice discussions that critically examine current practice and that lead to quality improvement (page 309 NQF Guide)*

Reflect and think about the point in relation to reflections about activities and experiences planned from children's emerging ideas.

Practice change – The Educational Leader held training sessions with educators and discussed 'emergent curricula,' - what it meant and what is needed to effectively implement it. This led to discussion about the need for more flexibility in daily routines/sessions and how to achieve this eg ensuring

certain resources were readily available, and improved communication between educators.
From the list below, select a point you could aim to improve with your everyday practice:

- using everyday events to learn more about nature and science
- supporting children to use literacy and numeracy during play and leisure activities
- singing songs or playing music with children and exploring rhythm, genres and sounds
- communicating in children's home languages eg through conversation and signs/labels
- taking children on outings into the community
- implementing a more flexible routine to promote learning and wellbeing.

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

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	

Curriculum	ED1	ED2	ED3	ED4	ED5
Would visitors see your children behaving in ways and engaged in activities that meet learning outcome indicators eg children expressing opinions and emotions, making choices, solving problems, collaborating with others, displaying curiosity and enthusiasm, using play to investigate, imagine, build and identity, and learning and practicing new skills?					
Would visitors see you implementing activities that encourage each child to investigate ideas (including more complex topics) and contribute their suggestions/hypotheses/knowledge etc eg activities that involve or extend learning about literacy, numeracy, science, symbols, creative arts, environment?					
Would visitors see you extending children's communication eg implementing activities that build language (including languages used at home), providing access to a range of media (including print displays and books) and encouraging children to engage in meaningful conversations/interactions with their friends or teachers?					
If working with young children, would visitors see you responding to their cues and signals and interacting with them one-on-one during routines/activities?					
If working with older children, would visitors see you including children's diverse lifestyles, views and knowledge, and encouraging them to help plan and lead the program?					
Can you confidently explain how the service philosophy guides your programming decisions?					
Can you confidently explain how your programming meets the interests and needs of children who do not regularly attend?					

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:

- Which of the five element points do you find it most difficult to promote: children's identity, connection to community, wellbeing, confidence as learners or communication? What will you do to strengthen this area?
- How would you prove you're implementing an approved learning framework ie MTOP? (related to improvement example)
- How do you ensure any learning outcomes you refer to really apply to the learning? (related to improvement example)

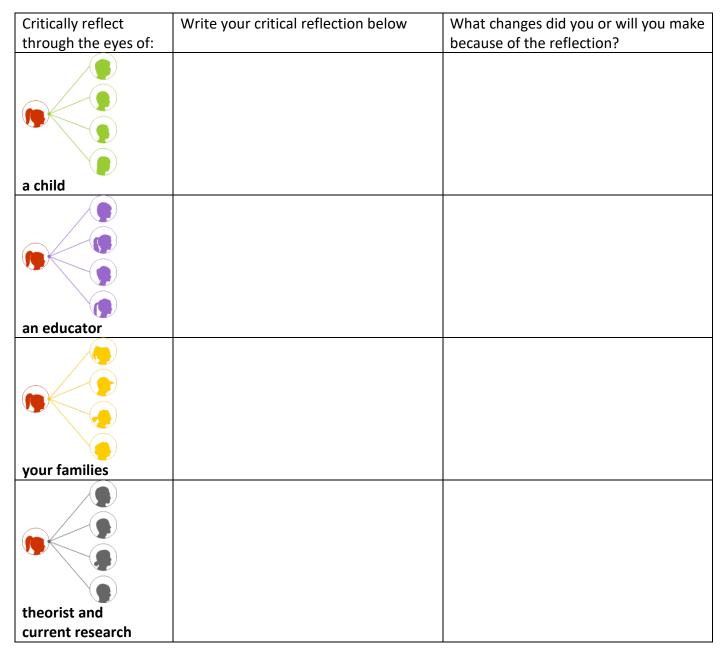| Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
a child	We finally finished the frog pond today and there's heaps of tadpoles in there! I can't wait to go out there again.	The EL discussed how to use the learning outcomes to document children's learning, and how easy it could be with activities involving the frog pond. Just need to look at some outcome indicators eg: • 1.3 Children develop knowledgeable and confident self-identities (we're learning the words for frogs and tadpoles in our children's home languages) • 2.1 Children develop a sense of belonging to groups and communities (contributing to group play and projects)
an educator	I'm not sure how to document learning involving the frog pond! There's no set goals and it's just like something children look at during free play.	
your families	Many of our families are talking about the frog pond – because their children are so excited, and we've been sharing progress with them now for several months – especially as the tadpoles will hopefully reduce our mosquito population.	• 2.4 Children become socially responsible and show respect for the environment • 4.1 Children develop dispositions for learning (flexible and open ended environments)
theorist and current research	The learning outcomes (in the learning frameworks) are broad and observable. They acknowledge that children learn in a variety of ways and vary in their strengths… capabilities and pace of learning. The frameworks include examples of how children's progress towards the outcomes may be evident as well as suggestions for how educators could support and facilitate children's learning." *(page 106 NQF Guide)*	We're going to practise this more so it gets easier and easier.

Week 11, 25 April – 29 April 2022 – 1.1.1 Approved Learning Framework

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- How would you prove you're implementing an approved learning framework ie MTOP?
- How do you ensure any learning outcomes you refer to really apply to the learning?

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

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)
Give an example of a recent activity you implemented where children used various media to research and express their ideas.	***Embedded Practice*** *Give an example of how you and your team make decisions about the curriculum throughout the day/session or week to maximise children's learning and development (eg see QIP/SAT Strength example).*
Give an example showing how you or your team promoted a child's wellbeing.	***Critical Reflection*** *Give an example of the theories that influence the development and implementation of the curriculum.*
Give an example of an activity you or your team implemented which connected a child with their family or community.	***Engagement with families and community*** *Give an example of how you regularly connect with children's families or community in ways that let you build strong connections between children and their community.*

Week 11, 25 April – 29 April 2022 – 1.1.1 Approved Learning Framework