



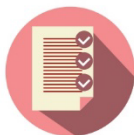
We can solve problems with practice with the help of the NQS



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

6.1.1 Engagement with the service – Families are supported from enrolment to be involved in the service and contribute to service decisions.

Looking at the element in detail - A service reviewed what the NQF Guide said about element 6.1.1 and understood families must be supported from the time they enrol their child to participate in and contribute to decisions about:

- their child's orientation, settling-in, and learning outcomes and goals
- service operations, including policies, procedures, philosophy, self-assessment and planning processes.



Solving Problems with the NQS

Problem the element can solve – educators unsure how to involve families in the settling-in process.

Aim: Educators confidently support families to help their child feel safe and happy at the Service when they arrive.

What to do: Go to NQS element 6.1.1.

Week 10, 4 April – 8 April 2022 – 6.1.1 Engagement with the Service

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

Assessors may observe

- *educators assisting families to develop and maintain a routine for saying goodbye to their child (page 258 NQF Guide)*

Reflect and think about the point in relation to helping families settle their child at the service.

Practice change – The Educational Leader discussed various strategies educators can use to help settle children when they arrive at the Service, and now educators, for example, immediately take child to their favourite area, activity or friend, and support parent to leave eg tell child when they'll return, give a quick hug and go. Educators now also post photos of happy and settled children on our Facebook group to reassure parents.

Problem to improve upon – educators don't discuss service policies, procedures, philosophy etc with families when opportunities arise.

Aim: Educators confidently discuss policies, procedures etc with families when incidents or events make this relevant.

What to do: Go to NQS element 6.1.1.

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

Assessors may observe

- *the Service responding to families' questions, concerns and requests in a prompt and courteous way (page 260 NQF Guide)*

Reflect and think about the point in relation to incidents where you could discuss Service policies and procedures.

Practice change – When parents have a complaint or concern, it's discussed at the next staff meeting, and educators and managers brainstorm how they could respond using a Service policy or procedure. This is increasing educators' confidence to directly discuss Service policies/procedures with families when relevant eg in relation to ratios, health and hygiene practices, rest routines and exclusion periods.

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

- draw families' attention to the 'Partnerships with Families' document attached to the Centre

Week 10, 4 April – 8 April 2022 – 6.1.1 Engagement with the Service

Support weekly email which summarises a Policy and explains the weekly professional development (speak with your NS if this is not being displayed)

- be more attuned to family comments that (could) relate to policies, procedures, planning processes etc and invite them to provide more feedback to you or the NS
- inform the NS when they could speak with a parent about an issue raised with you
- support families to implement routines for saying goodbye to their child
- understand parents' unique expectations of what their child should be doing/learning and talk to families with these expectations in mind.

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



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	

Orientation and enrolment

ED1 ED2 ED3 ED4 ED5

During pre-enrolment visits or orientations (as well as after), do you talk with families about room/group routines, children's routines, families' values and expectations, and their child's needs and strengths?					
Do you reflect on ways you can meet families' expectations and promote continuity of care between home and the Service?					
Do you always fully understand any specific medical/ behaviour/ nutrition/physical activity/learning need, any ancillary service the child accesses, and regularly involve families in decision making around these?					
Do you share information with families about strategies which will help their child settle-in quickly eg 'Robyn Dolby style' handover conversations, immediately engaging child in interest, hugging and soothing child etc?					
Do you consider each child's/family's individual needs as the child settles-in, and give families honest information about what's happening?					
Do you tell families they can stay with their child as they settle in – and contact the service to check how their child is going?					
Do you discuss the best way to communicate with the child's school or school teachers if needed?					
Do you involve children already at the Service in the orientation of new children?					

Family involvement and contributions

Are you always friendly, polite, respectful and professional when communicating with families, children and other staff?					
Do you always use parents' names when communicating with them?					
Do you regularly encourage families to share their culture, jobs, interests etc with the children?					
Do you regularly share information with families about their child's participation and achievements?					
Do you respond to families' questions, concerns and requests quickly and professionally, and pass on relevant comments/suggestions which could improve practice or contribute to Service Quality Improvement Plans?					
Do you show families the Philosophy and relevant policies and procedures, and encourage them to participate in updates and reviews?					
Do you have strategies or resources to support and engage families with diverse language or literacy skills?					

Week 10, 4 April – 8 April 2022 – 6.1.1 Engagement with the Service

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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:

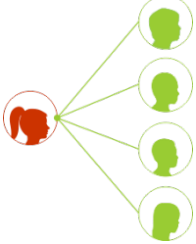
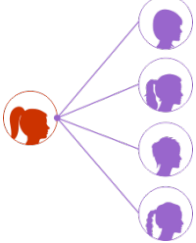
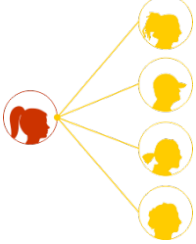
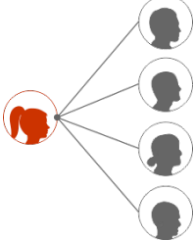
- What do you need to feel more confident engaging with families touring the service or staying with their child while they settle-in?
- How could the Educational Leader or Nominated Supervisor help you encourage families to participate policy or Philosophy reviews?
- How would you improve the enrolment process? (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>	Sometimes I can't get my words out the first time I try and say them.	Miss Courtney discussed the orientation/enrolment procedure at the next staff meeting – saying there was a gap in practice if a child receiving speech therapy could enrol without any educators knowing.
<p>an educator</p>	Nazneen's mum mentioned she visits a speech therapist every week to help overcome a light stutter. How did I know not know this? (Miss Courtney)	The NS agreed a specific question about any other child-related services accessed by the family would promote continuity of learning and learning outcomes - and help engage parents in their child's learning and service operations.
<p>your families</p>	I wondered if I should mention Nazneen's speech therapy when I enrolled her – but they didn't specifically ask me about that kind of thing. I would have expected they'd use this type of information to help Nazneen.	
<p>theorist and current research</p>	NQS 6.1.1 “Assessors may observe prospective families being encouraged to talk with service staff about the values and expectations they hold in relation to their child's time at the service before, during and after the enrolment process.” (NQF Guide page 258)	



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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 recent enrolment where you talked with the parents about what they expected their child to do and learn at the Service.</i>	Embedded Practice <i>Please give an example showing the way you and your team consistently support families to make meaningful contributions to service decisions (eg see QIP/SAT Strength example).</i>
<i>Give an example of how you ensure parents understand how their child's learning and development is progressing.</i>	Critical Reflection <i>Please give an example of a time where your reflections led to alternate ways of supporting a family's participation in service decisions and review processes.</i>
<i>Please give an example of the way your communication with parents encourages their engagement with the Service.</i>	Engagement with families and community <i>Please discuss how educators understand that families' perceptions of their role may influence how they participate in the service, and how they take action to change their views.</i>