



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

4.1.1 Organisation of educators – *The organisation of educators across the service supports children’s learning and development.*

Looking at the element in detail - A service reviewed what the NQF Guide said about element 4.1.1 and understood the effective organisation of educators:

- supports children to engage in meaningful learning and interactions with educators
- ensures the safety and wellbeing of children.



Solving Problems with the NQS

Problem the element can solve – Educators engaged in cleaning and packing up when families arrive to collect their child.

Aim: At least one educator available to communicate meaningfully with families when they collect their

Week 30, 19 - 23 September 2022 – 4.1.1 Organisation of educators

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child eg share information about the child’s activities, friendships etc.

What to do: Go to NQS element 4.1.1

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

Assessors may observe

- *that the number of educators rostered at the beginning and end of the day are facilitating effective communication with families at drop off and pick up times (page 213 NQF Guide).*

Reflect and think about the point in relation to end of day practices.

Practice change – The Nominated Supervisor, in consultation with the Educational Leader and Room/Group Leaders made a number of changes to free up some educators’ time at the end of the day. These included:

- daily run sheets which included cleaning and pack up duties, who was responsible and when
- retaining Covid communication sheets which were used to share information with families when they collected children from Service gate.

Problem to improve upon – late notice given to families about educator changes due to absence/illness.

Aim: Families are advised asap when there are changes to who will be educating and caring for their child.

What to do: Go to NQS element 4.1.1

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

Assessors may discuss

- *how the Service communicates who is working each day to families and children (page 213 NQF Guide).*

Reflect and think about the point in relation to sharing staffing arrangements with families.

Practice change – The Nominated Supervisor implemented a new procedure which included:

- advising families via social media and relevant rooms/groups asap after learning about the need to change educators (eg due to illness or absence)
- placing notice of the change in service entrance.

From the list below, select a point and explore how your team of educators could improve the way you’re organised when:

- children arrive or leave
- there’s a mix of indoor and outdoor activities
- working with relief educators or students
- going on excursions
- activities require extra supervision

- educators have a special skill or interest.

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

Week 30, 19 - 23 September 2022 – 4.1.1 Organisation of educators



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	

Practice

Do you ensure ratios are always maintained eg when you or other educators take breaks for meals, programming, administration, interviews?					
Do you always follow a playground supervision plan if there is one?					
Do you actively support/coach/mentor new or relief staff so they quickly become valued and effective team members?					

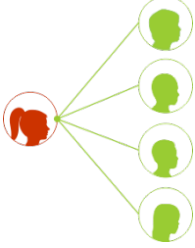
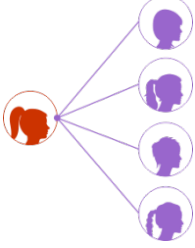
Communication and Reflection

Do you share any ideas you have about rosters or organising educators more effectively to enhance communication with families, supervision or learning with the Nominated Supervisor?					
Do you make sure your interests and strengths are known and used in the best way eg love working with Kindergarten/Year 1, love gardening or cooking so involved in these activities?					
Do you talk to families about the organisation of educators and pass on their views to the Nominated Supervisor eg Danni's mum says Miss Anna's great at organising team sports with the children?					
Do you communicate educator changes in your room/group to families before they occur or as soon as possible eg at morning drop offs?					
Do you share your concerns about any extra staffing needs to support safety/supervision or children with additional needs with the Nominated Supervisor?					
Does your team organise educators in ways that enable some to communicate meaningfully with families and children during arrivals and departures?					



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:

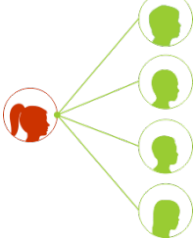
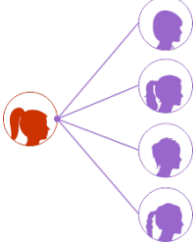
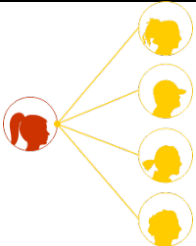
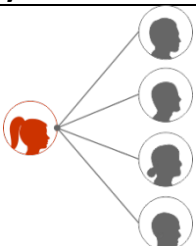
- If there’s one thing you could change about the way educators are rostered or organised, what would it be, and why? (eg see QIP/SAT improvement example)
- How could you (or your team) provide more opportunities for meaningful discussion with families when they drop off or collect their child?
- Can you use your interests, hobbies or personal skills with children? If not, what barriers are stopping you? What steps will you take to change this situation?

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 wish Miss Lulu was moving up with me to my new group next year. (Jaxon)	<p>Following feedback from educators, the Approved Provider and Nominated Supervisor reflected on the organisation of educators. They decided to change the practice of moving children into new groups with all new educators. They recognised the value of enabling familiar educators to work with children across different groups, and many educators now move on with the children when it’s time for them to move to older groups. This also supports continuity of educators.</p>
 <p>an educator</p>	It’s sad we develop these special bonds with children, then kind of lose that a bit when they go on to a new group with new educators. (Miss Lulu)	
 <p>your families</p>	It’d be nice if Jaxon could keep his same educators next year. He especially loves Miss Lulu - she does a lot of outdoor activities and is always challenging the children. (Jaxon’s mum)	
 <p>theorist and current research</p>	<i>“The organisation of educators across a service is a key factor in supporting all children to have opportunities to engage in meaningful learning and interactions with educators with whom they are familiar and comfortable.”</i> NQF Guide element 4.1.1	



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:

- If there’s one thing you could change about the way educators are rostered or organised, what would it be, and why?
- How could you (or your team) provide more opportunities for meaningful discussion with families when they drop off or collect their child?
Can you use your interests, hobbies or personal skills with children? If not, what barriers are stopping you? What steps will you take to change this situation?

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 an example of how the organisation of educators supports children's learning.</i>	Embedded Practice <i>Please discuss the process undertaken to ensure all staff understand the reasons for any changes made to the organisation of educators, and to ensure the benefits of the reorganisation can be fully realised..</i>
<i>Please give an example showing the way educators are organised to support the development of professional relationships and communication with families.</i>	Critical Reflection <i>Please discuss some of the things the approved provider or nominated supervisor considers when allocating educators to particular rooms or groups of children.</i>
<i>Please explain ways in which educators ensure they always meet ratios.</i>	Engagement with families and community <i>Please discuss how the organisation of educators reflects the unique geographical, cultural and community context of the service (see QIP/SAT Strength example).</i>

Week 30, 19 - 23 September 2022 – 4.1.1 Organisation of educators