



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

4.2.2 Professional standards - *Professional standards guide practice, interactions and relationships.*

Looking at the element in detail - A service reviewed what the NQF Guide said about element 4.2.2 and understood educators must understand:

- the National Law and Regulations, NQS, EYLF/MTOP, and Service Code of Ethics/Conduct, philosophy, policies and procedures
- attitudes, values and beliefs can impact practice.



Solving Problems with the NQS

Problem the element can solve – Professional standards can mean different things to different people.

Aim: Educators understand what is meant by professional standards.

What to do: Go to NQS element 4.2.2

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

Assessors may discuss

- *where information can be found to assist staff to resolve differences (page 225 NQF Guide).*

Reflect and think about the point in relation to professional standards.

Practice change – The EL used a driving analogy to discuss professional standards with educators. She said the road rules are part of the professional standards for using our roads. Many of these are displayed for drivers to see eg speed signs and warning signs, and that there are different speed limits for example in more dangerous

Week 38, 28 November - 2 December 2022 – 4.2.2 Professional standards

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situations like school zones. In ECEC, the professional standards are the National Law and Regs, NQS, EYLF/MTOP etc, and that these are often not displayed which means we need to go and look them up if we're not sure. And just like the road rules, there'll be different requirements in different situations. Some educators may believe that the Regs don't really matter, just like some drivers might think it's fine to speed through a school zone, but we know these attitudes can have serious consequences.

Reflection/Evaluation – The driving analogy helped all staff understand why they need to meet an agreed set of Standards. Maybe we can extend this analogy further relating our professional communication to the benefits of professional communication and courtesy on the road.

Problem to improve upon – Teams aren't working together well.

Aim: All team members feel respected and valued, supporting effective teamwork.

What to do: Go to NQS element 4.2.2

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

Assessors may observe

- *service staff demonstrating care, empathy and respect for ... colleagues in their everyday practice (page 224 NQF Guide).*

Reflect and think about the point in relation to professional standards.

Practice change – The EL decided to encourage the inclusion and recognition of all team members by implementing de Bono's 'Six Thinking Hat' framework. Each educator imagines wearing the different 'hats' which each focus on a different style of thinking, and makes at least one point/suggestion when 'wearing each hat'. There's more detail about the framework in the EL section.

Reflection/Evaluation – This new approach was a fun way for educators to structure their critical reflections, and effectively promoted the inclusion and recognition of all team members, building a more cohesive team.

From the list below, select a point and explore how you could improve the way professional standards guide your practice, interactions and relationships when:

- you're working with families or other staff from diverse cultures or lifestyles
- receiving complaints from families, other staff or community members
- supporting families in difficult circumstances
- conducting parent/teacher interviews
- discussing service operations or events with families
- unsure what the national Law or Regs say.

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

Reflect on or evaluate the change

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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 always interact with children, other staff, families and community members in a respectful and professional way which is consistent with Service Code of Conduct/Ethics, Service philosophy and your job description?					
Do you ensure you consistently meet all the duties outlined in your position description responsibly and with due care?					
Do you consistently promote the benefits of diversity amongst children and staff, and remove barriers to inclusion and participation?					
Do you review the National Law, Regs, NQS, or Service policies and procedures to check compliance or when unsure of practice?					
Do you respect the roles of other staff, for example Educational Leader or Room/Group Leader, and support them in their roles?					
Do you consistently aim to improve your practice through critical reflection, feedback and professional development?					
Do you acknowledge and minimise the effect of personal biases/beliefs on children's learning, and your relationships with children, families, other staff and community members?					
Do you always respect families' expectations and work with them to achieve the best possible outcome for their child?					
Do you share your knowledge and practice tips with other educators?					
Do you consistently participate in service wide operations like policy reviews, QIP/SAT writing and staff meetings?					
Do you/would you always follow service grievance procedures if you have a complaint?					
Do you always respect the privacy of children's, families' and employees' confidential or personal information?					
Do you/would you always report unprofessional/illegal behaviour at the Service to the Nominated Supervisor even where this may compromise a friendship?					



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:

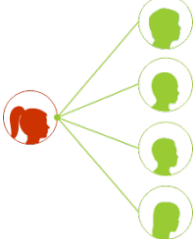
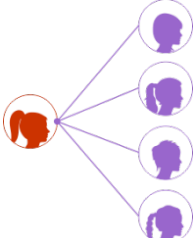
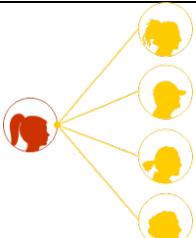
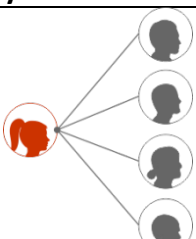
- After completing the checklist on the previous page, what one thing could you focus on improving?
- What would you do if you heard an educator or staff member gossiping about a child, family, manager or employee outside the service? Does this behaviour fall into the scope of professional standards. Why or why not?
- What could you do to overcome or reduce a personal belief or bias you’ve acknowledged in relation to a child, family or staff member at the Service? (eg see QIP/SAT 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>	I have the best mum in the world.	<p>The EL was concerned that educators could be unconsciously letting their bias about the mother’s work affect the child’s learning.</p> <p>The EL raised this during a critical reflection team meeting, and educators agreed this was potentially an issue. They then discussed some of the mother’s strengths, and suggested a home visit so they could get to know the family better.</p>
<p>an educator</p>	We all know what this parent does for a job and have our own views on the ethics of it.	
<p>your families</p>	I’d hate to think my child was being treated any differently because of my work. That has nothing to do with the way I care for and provide for my child.	
<p>theorist and current research</p>	“Assessors may discuss how educators recognise and minimise the impact of personal biases on their practice and relationships with children, families, colleagues and the local community.” (NQF Guide p 225)	



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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>Please give an example of a professional interaction or relationship with a child and a family, and explain how it demonstrates your understanding of professional standards.</i>	Embedded Practice <i>Please discuss how your approach to professional standards, and that of your team, is consistent with your service philosophy, and Code of Conduct or ethics. (see QIP/SAT Strength)</i>
<i>Please give examples of service policies and procedures that promote professional behaviour and interactions and explain how they do this.</i>	Critical Reflection <i>Please give an example of a team reflection about an ethical issue at the service and any changes made to improve ethical practice. (see QIP/SAT Strength)</i>
<i>Please give an example of you or your team responding in an ethical way to a situation involving a child, family, or community member/organisation.</i>	Engagement with families and community <i>Please give an example of the way you or your team consistently identify and implement culturally sensitive ways to communicate, support, and engage with families.</i>