



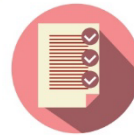
We can solve problems with practice with the help of the NQS



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

**7.1.2 Management systems** – *Systems are in place to manage risk and enable the effective management and operation of a quality service.*

**Looking at the element in detail** - A service reviewed what the NQF Guide said about element 7.1.2 and understood educators have a role in supporting and improving governance systems that effectively:

- manage risks to children and families
- protect the privacy of children and families
- ensure compliance with the National Law, Regulations, NQS and Service policies and procedures
- ensure the Regulatory Authority and parents are notified on time, where required under the Law/Regs
- address complaints by staff and families.



Solving Problems with the NQS

**Problem the element can 'solve'** – There's a couple of educators who won't follow the Delivery and Collection from school procedures no matter how many times they're reminded.

**Aim:** All educators comply with Service policies and procedures at all times.

**What to do:** Go to NQS element 7.1.2

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

### Week 40, 12 December – 16 December 2022 – 7.1.2 Management systems

Copyright Centre Support Pty Ltd 2022 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it.

Assessors may observe

- that the service's practices are consistent with documented policies and procedures (page 295 NQF Guide)

**Reflect and think about the point** in relation to complying with procedures like the Delivery and Collection from School Procedure.

**Practice change** – The Nominated Supervisor immediately began to manage these educators' underperformance. They were given opportunities to improve with clear instructions about what was required (procedural fairness), but still they ignored procedure requirements which endangered children. One decided to leave and the other was terminated.

**Reflection/Evaluation** – These educators were contributing to a toxic culture at the Service and making it that much harder for other educators and staff to follow best practice and do the right thing. Effective management of underperforming staff is a valuable tool that managers shouldn't be afraid to use.

**Problem to improve upon** – Educators are not speaking up when they know another educator is engaged in risky practices or not following service policies and procedures.

**Aim:** All educators and staff feel free to raise issues relating to non-compliance with policies and procedures, Code of Conduct, Service philosophy etc.

**What to do:** Go to NQS element 7.1.2

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

Assessors may sight

- a documented grievance and complaints management procedure (page 294 NQF Guide)

**Reflect and think about the point** in relation to grievances about the practices of other educators or staff.

**Practice change** – The Approved Provider and Nominated Supervisor understood that a culture of open communication must come from the top ie starts with managers and trickles down to educators and staff – and they held a staff meeting where this was discussed. After reflecting on the complaints procedure, they also introduced the option for staff to

report complaints about non-compliance issues anonymously if they wished.

### Reflection/Evaluation

The new culture of open communication is a work in progress. It needs to consistently be reinforced and practised by management.

From the list below, select a point and explore how you could help improve Service management systems when:

- there's an incident involving a child at the Service
- a family makes a complaint
- you're handling personal information
- reviewing Service policies and procedures
- contributing to the Service QIP (SAT NSW)
- implementing the planning and assessment cycle including documenting learning
- critically reflecting on service operations.

### 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

## Week 40, 12 December – 16 December 2022 – 7.1.2 Management systems

Copyright Centre Support Pty Ltd 2022 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it.



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
Do you complete risk assessments to manage potential risks eg new equipment, relevant learning activities?					
Do you only access your own personal information or information you need to do your job?					
Do you share curriculum information in a way that respects the privacy of children and their families?					
Do you refer to the National Law and Regs, or policies and procedures if unsure what's required/how to do something?					
Do you always make notifications within timeframes required under the National Law and Regs eg notify serious incidents within 24 hours, notify parents of incident within 24 hours?					
Do you always follow service policies and procedures, including those dealing with social media, technology, privacy, tobacco alcohol and drugs, broken resources, incidents/accidents, supervision and child protection?					
Do you always ask someone to explain a Policy or Reg requirement you don't understand?					
Do you use the complaints procedure if unable to resolve a complaint directly with the person concerned?					
Do you analyse incidents at the service and make improvements to practice/premises where relevant?					
Do you regularly contribute to the strengths and improvement sections of your Service QIP (SAT for NSW)?					
Are you clear about who your supervisor is, and who you should give feedback to/discuss concerns with?					
<b>Communication</b>					
Do you offer feedback about service operations, policies and procedures etc during staff meetings or discussions with your manager/leader?					
Do you pass relevant information you receive about children/families to your Room or Group Leader/Nominated Supervisor?					
Do you ask for support if needed eg coaching, mentoring, training?					

**Week 40, 12 December – 16 December 2022 – 7.1.2 Management systems**

Copyright Centre Support Pty Ltd 2022 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it.



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:

- How much do the views of other educators influence your contributions to the continuous improvement of management systems?
- Are there record keeping processes that you feel are cumbersome, inefficient or unnecessary? How could these be improved? Who will you discuss this with? (eg see QIP/SAT improvement example)
- Are there human resource management procedures (eg leave, rosters, access to training) that are not working very well? What needs to change? Have you discussed respectfully with Managers?

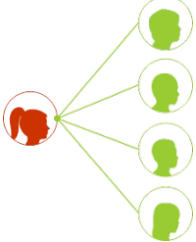
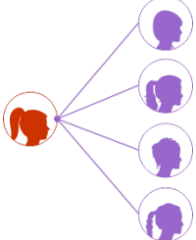
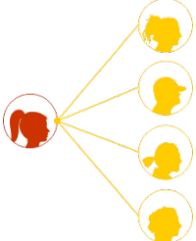
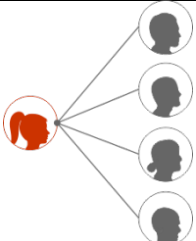
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
<p><b>a child</b></p>	N/A	<p>The NS decided to explore the ACECQA Incident Record template and sought the views of educators.</p> <p>Everyone agreed they would prefer to use this interactive record template.</p>
<p><b>an educator</b></p>	I hate using our Incident record template. It's one the Centre's been using forever and the layout is completely illogical and confusing even if the information is all there.	
<p><b>your families</b></p>	The Centre's Incident Record is a bit hard to follow. I'm not sure why they don't make it a bit more user friendly.	
<p><b>theorist and current research</b></p>	<p>Why reinvent the wheel!</p> <p>The idea is that the wheel referred to in this expression is an invention that already exists, so using resources to solve a problem is a waste of time and effort.</p>	

#### Week 40, 12 December – 16 December 2022 – 7.1.2 Management systems



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:

- How much do the views of other educators influence your contributions to the continuous improvement of management systems?
- Are there record keeping processes that you feel are cumbersome, inefficient or unnecessary? How could these be improved? Who will you discuss this with?
- Are there human resource management procedures (eg leave, rosters, access to training) that are not working very well? What needs to change? Have you discussed respectfully with Managers?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p><b>a child</b></p>		
 <p><b>an educator</b></p>		
 <p><b>your families</b></p>		
 <p><b>theorist and current research</b></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 <b>MEETING</b> QIP and Self-Assessment Tool (SAT)	For <b>Exceeding</b> the QIP and Self-Assessment Tool (SAT)
<i>Please discuss how you contribute to reviews of service policies and procedures.</i>	<b>Embedded Practice</b> <i>Please give several examples of ways in which service management and record-keeping systems support proactive risk management and continuous improvement, for example, incident processes/responses, recruitment, diary note systems (see QIP/SAT Strength example).</i>
<i>The service must comply with the national law and regulations, and operate in an efficient and effective way. Give two examples of practices implemented at the service to ensure this occurs.</i>	<b>Critical Reflection</b> <i>Please give an example of ways in which changes to management and governance systems are implemented collaboratively with all staff to ensure their voices are heard, they understand the changes, and can effectively implement them (see QIP/SAT Strength example).</i>
<i>Please give an example of an incident or event in which you were involved that demonstrates your understanding of notification requirements and timeframes.</i>	<b>Engagement with families and community</b> <i>Please discuss how you and your team actively support families and the community to suggest improvements to governance and administrative systems, including decision-making processes (see QIP/SAT Strength example).</i>

#### Week 40, 12 December – 16 December 2022 – 7.1.2 Management systems