



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

4.1.2 Continuity of staff - Every effort is made for children to experience continuity of educators at the service.

Looking at the element in detail - A service reviewed what the NQF Guide said about element 4.1.2 and understood practices that promote long-term employment of staff and educators in turn support improved outcomes for children and families.



Solving Problems with the NQS

Problem the element can solve – Educators are struggling to write quality educational programs.

Aim: Educators are supported as needed to implement a quality educational program.

What to do: Go to NQS element 4.1.2

Week 39, 5 December - 9 December 2022 – 4.1.2 Continuity of staff

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

Assessors may discuss

- *the processes the service has in place to recruit and retain staff (page 215 NQF Guide).*

Reflect and think about the point in relation to continuity of educators.

Practice change – The EL began writing the educational program with educators to help understand some of their issues and concerns and their time management practices.

Reflection/Evaluation – Working closely with educators every day in this way helped focus the EL's attention on specific skills or knowledge educators needed, and in

turn how these could be best developed eg through professional training, mentoring, role play etc. Educators expressed their appreciation, and we know that at least one educator who was thinking of leaving has stayed with the Centre.

Problem to improve upon – Educators are struggling under a ‘mountain of paperwork.’

Aim: There’s a focus on *quality* documentation and assessment rather than quantity.

What to do: Go to NQS element 4.1.2

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

Assessors may discuss

- *how the service helps to build staff cohesion and pride in the service (page 215 NQF Guide).*

Reflect and think about the point in relation to quality documentation and assessment.

Practice change – The EL and NS reflected with educators on documentation and emphasised their approach favoured high quality documentation over volume. There was a move away from requiring a set number of observations or learning stories per month, and a renewed focus on the quality of observations, curriculum planning and assessment.

Reflection/Evaluation – Educators felt a sense of hope that paperwork was becoming more meaningful. Having more time allowed them to reflect on making quality professional practice visible in their documentation, planning and assessment.

From the list below, select a point and explore how you could help improve the retention of educators when:

- new educators, training or relief educators join the team
- planning and implementing the program
- your team is not working well
- you become aware a colleague is experiencing work or personal issues.

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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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	

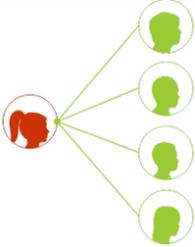
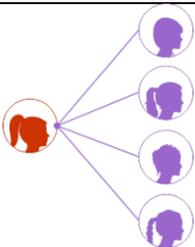
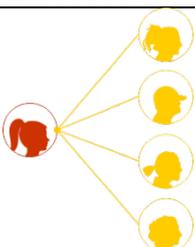
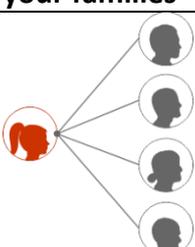
When there are problems at work do you reflect on the cause and take steps to address the issue - eg do you speak with the Room/Group Leader/Educational Leader/Nominated Supervisor if:

• you have strengths that aren't being used?					
• you're unsure how to do something and need coaching or training?					
• there's a personal issue at home affecting your work?					
• you find it difficult to work with the Room/Group Leader's particular leadership style?					
• you're having difficulty working with other members of your team					
• you're having difficulty managing a child's behaviour?					
• you're feeling threatened or intimidated by a family or staff member?					
• you feel educating and caring for children may not be the career for you?					
• you're looking for new challenges or a promotion?					
• you're not sure who your direct manager is because you seem to have more than one?					
• feel the roster does not take account of your personal needs?					
• you're not feeling valued or acknowledged for the contributions you make to the team?					
Do you use the service complaint procedure to resolve matters that you can't resolve face to face with the person concerned?					
Do you actively contribute to your performance appraisal and offer suggestions for training and improvement?					



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:

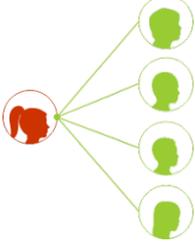
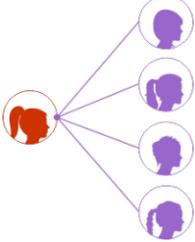
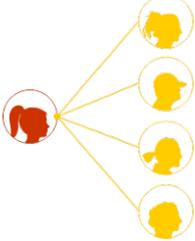
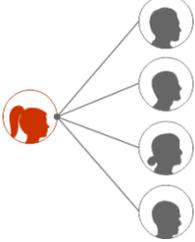
- Is there one thing at your Service (other than pay) that could potentially make you look elsewhere for work? If so, what is it? Is there something you could do to help address this issue?
- Educators who’ve been working at a centre for a while can build strong and trusting relationships with families. How might this help make their jobs easier? (eg see QIP/SAT improvement example)
- If the Nominated Supervisor asked for feedback on the type of incentives that might encourage educators to stay (other than money) - eg time off the floor to do paperwork, social functions outside work, recognition awards, contract cleaner - what might you suggest? What have you seen work well at other centres?

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>I don't like being touched all the time. I don't feel safe. (Ciaran)</p>	<p>Miss Polly reflected with the EL on her approach with Ciaran. The EL suggested having a chat with Ciaran's mum. The EL supported Polly as she wasn't sure what to say or how Mum would react. But when the EL mentioned that Ciaran was running away from educators, his mum said she was glad they'd noticed there was an issue as she hadn't felt comfortable raising it given all the recent staffing changes. Ciaran did not like spontaneous hugs and was wary of people who might touch him without asking. Once he trusted people understood his boundaries he was fine. On reflection Miss Polly and educators understood her beliefs about giving children affection had influenced her interactions with Ciaran. Having that relationship with his mum was really helpful.</p>
 <p>an educator</p>	<p>I'm trying to show Ciaran that we're here to care for him, but it doesn't seem to be working. He seems to not want to be near me. Not sure what I'm doing wrong. (Miss Polly)</p>	
 <p>your families</p>	<p>I wonder how Ciaran's going at the Centre? If I knew educators better I'd feel more comfortable telling them about some of his quirks, but a lot of them are new and probably getting to know all children slowly.</p>	
 <p>theorist and current research</p>	<p>Abraham Maslow argues that a child's basic needs must be met before they can learn. These basic needs include safety - feeling physically secure in an environment.</p>	



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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 examples of service practices that support continuity of educators.</i>	Embedded Practice <i>Please explain how the process for engaging relief staff supports continuity of educators and contributes to high-quality learning outcomes.</i>
<i>Please discuss how educators' experience, qualifications, strengths, and preferences are considered when organising educators in particular rooms or groups.</i>	Critical Reflection <i>Please give an example of a team reflection on opportunities to improve continuity of educators, including, if relevant, consideration of past events that negatively impacted continuity. (see QIP/SAT Strength)</i>
<i>Please give an example showing a child or family benefiting from engaging with an educator who's been at the service for a long time, that is, from the understanding they have of the child or family's needs or culture.</i>	Engagement with families and community <i>Please give an example of how family input is sought and used to support children's secure relationships with educators and promote their continuity.</i>

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