



Supporting the provision of quality, inclusive children's services

NQF Working Group Session 2

Children's Services Central

Supporting the provision of quality, inclusive children's services

Who we are:

- Children's Services Central is the NSW Professional Support Coordinator (PSC)
- We are funded by the Australian Government
- We are a part of the Inclusion and Professional Support Program (IPSP).





Session 2 Objectives

Supporting the provision of quality, inclusive children's services

Participants will:

- Review session 1 content and Code of Conduct;
- Revise the Thinking Environment and learn about Thinking Pairs and World Café styles of interaction;
- Actively discuss National Quality Standards;
- Engage in learning on Self Assessment;
- Plan or refine approaches to Self Assessment;
- Begin to develop the Quality Improvement Plan; and
- Get to know resources and wikis



Time Plan

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TIME	ACTIVITY
30 minutes	Introductions and Acknowledgement of Traditional Land Owners Recap on session 1 and Setting the Scene
40 minutes	The National Quality Standards-prompts for thinking
10 minutes	<u>Self Assessment</u> -Content delivery
50 minutes	<u>Self Assessment</u> – Discussion and World Cafe
35 minutes	The Quality Improvement Plan
5 minutes	Resources, wikis and homework





Code of Conduct

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As participants we will...	As facilitator I will...
<ul style="list-style-type: none">• Attend each session;• Listen to others;• Appreciate passion;• Know that any idea is a good idea;• Appreciate our own and others perspectives; and• Ensure that everyone has the chance to participate.	<ul style="list-style-type: none">• Ensure all participants are kept informed and up to date;• Seek to provide answers...take questions on notice and not be the source of all knowledge but the facilitator of knowledge;• Listen carefully;• Keep sessions confidential except where permission is granted to share information;• Help participants achieve their NQF goals;• Provide ongoing support and encouragement;• Teach and learn; and• Ensure children and families are central to our conversations decision making and learning.



Your responses-EYLF

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- Balance

- We can already see the positive effect of self reflection on children and staff.

What do you want?

- Quite confident
- Time to work with colleagues to progress

Your current knowledge?

- Good
- Built their confidence
- Part of the process
- Empowerment
- Why/ meanings

Team knowledge?

- High but still finding way with documentation with changing formats-making simpler and more time efficient

Confidence level?

- It's everywhere and easily accessible

Knowledge of resources?

- Working on consistency
- Finding the achievable way
- Understanding each other and accepting other ways and ideas

One issue you would like to resolve?

- Time-both documentation and putting it together
- Discussions and meeting for children
- Everyone feeling comfortable

Biggest challenge?

- Work together
- Putting ideas together to enhance the environment
- Working on time and using time effectively
- Balance again

First or next step?



Your responses-NQS

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- Get confident
- Unpack it
- Get to know it
- Think about it
- Think about practice

What do you want?

- Not a lot but some
- Build knowledge through networking

Your current knowledge?

- Unpacking at staff meetings section by section
- Limited

Team knowledge?

- Hope filled!

Confidence level?

- ECA
- Children's Services Central
- Local network
- Internet
- Journals and subscriptions
- Newsletters
- Facebook

Knowledge of resources?

- QIP-putting it together

One issue you would like to resolve?

- Getting team onside and on the same page

Biggest challenge?

- What's required?
- What do I need to do?

First or next step?



Your responses-NQF

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- A working understanding and able to carry out our requirements under the framework

What do you want?



- Very basic-unsure because we have a completely new system and it is hard to get definite answers

Your current knowledge?



- Nothing-not looking at the big picture but are trying to understand and be supportive

Team knowledge?



- Unknown, shaky, mainly positive but scared

Confidence level?



- Lots of resources to work through but not overwhelm.
- Too much stuff from too many places

Knowledge of resources?



- Correct, timely, supportive advice

One issue you would like to resolve?



- Time-all staff want understand and work on it but how do you really achieve this with work and family?

Biggest challenge?



- Get started
- Get staff on board
- How?
- Why?
- When?

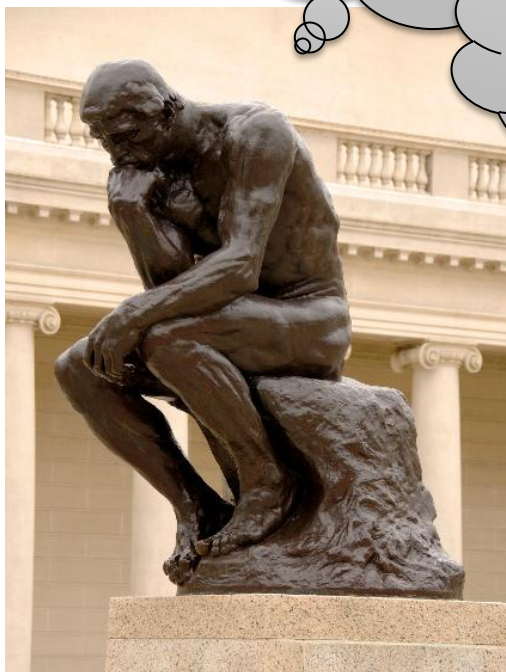
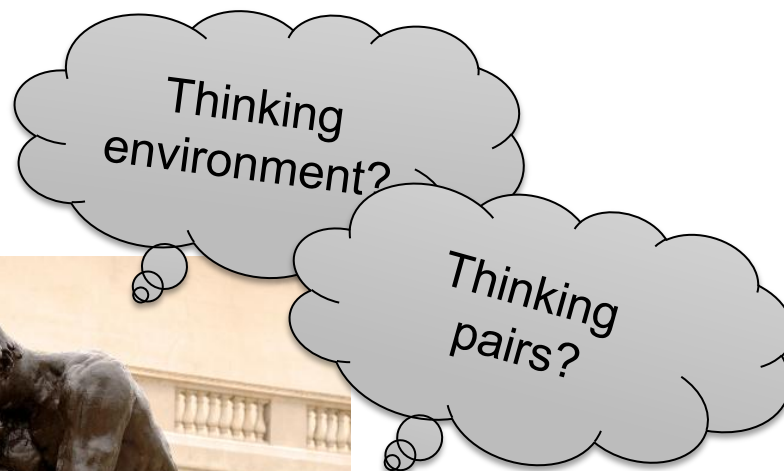
First or next step?





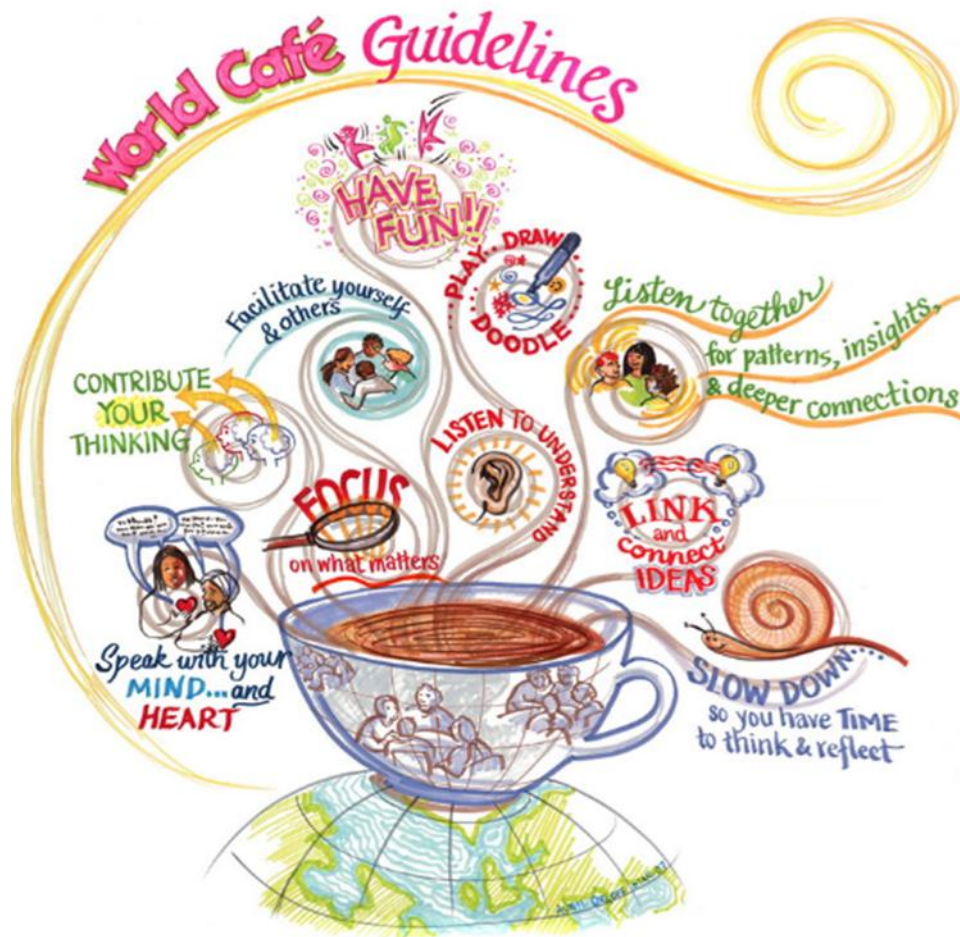
Thinking!

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World Café

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Your responses-NQS

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Knowledge of resources?

- QIP-putting it together

One issue you would like to resolve?

- Getting team onside and on the same page

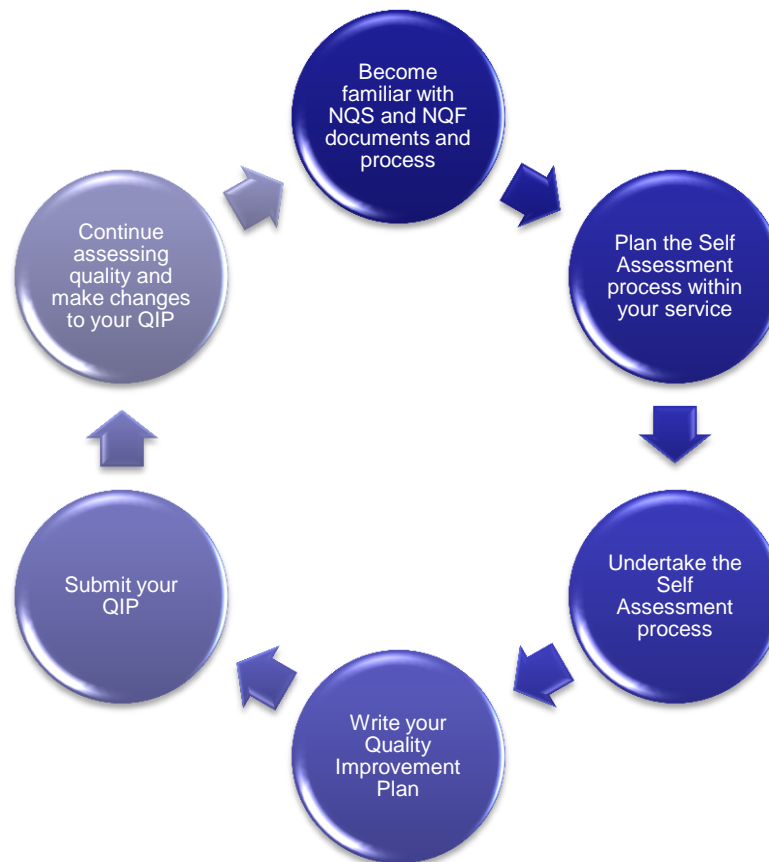
Biggest challenge?

- What's required?
- What do I need to do?

First or next step?

An overview of the Self Assessment

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Critical Reflection

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Reflective Practice is a form of **ongoing learning** that involves **engaging with questions of philosophy, ethics and practice**

Critical Reflection describes reflective practices that focus on implications **for equity and social justice**



Why should we reflect?

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“Questioning how and why certain practices occur is the most effective way to begin critically examining service practice.”

“The most effective improvements to service delivery are initiated from within the service, rather than being imposed from the outside.”

ACECQA (2011) Guide to Developing a Quality Improvement Plan, pp. 5-6



Why should we reflect?

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To determine;

- the effectiveness of practice for all children and families
- the relevance of the practice to the service and its stakeholders
- and the equity and fairness of the practice for all children, families and educators



Why Reflect?

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...it is important to reflect on practice, policies and procedures against the seven quality areas of the National Quality Standards and related regulatory requirements.....



How?

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Questioning how and why certain practices occur is the most effective way to begin critically examining service practice. *The Guide to the National Quality Standard* includes a set of reflective questions that serve as prompts to explore actual practice at the service.



Critical Reflection

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What is really
happening
here?



What is Self Assessment?

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How can we self-assess?

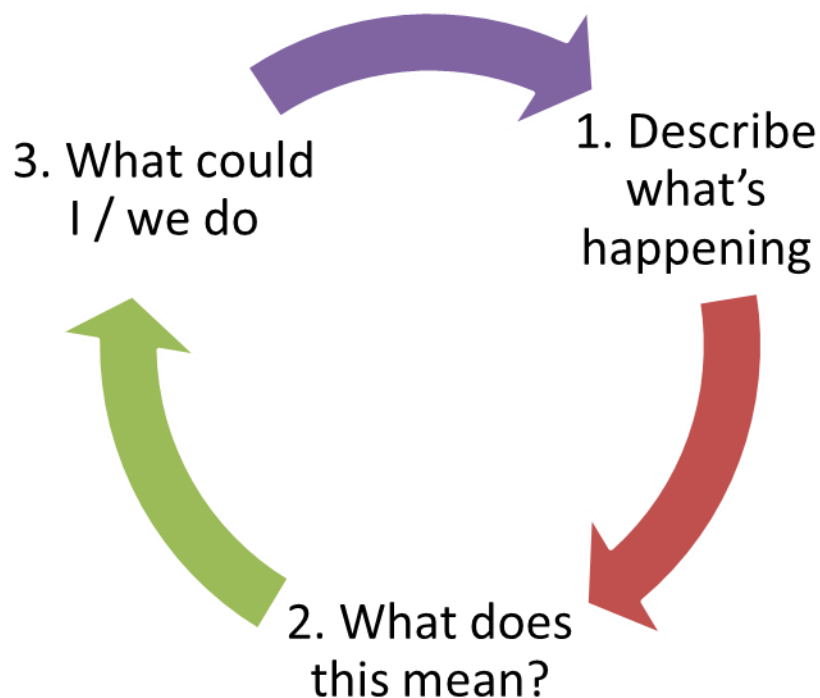
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...it is important to be, open, honest and critically reflective when undertaking the **self-assessment** and quality improvement planning process.

The self-assessment and quality improvement planning process “drives reflection on quality education and care”

Self Assessment: the reflection process

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Bringing the process together

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When?

How?

Consultation

Collaboration

Partnerships

Community

Families

Children

Educators & Staff



Time frames

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How it works: the main points

Submit the plan: timeline for new services

The Quality Improvement Plan must be submitted to the Regulatory Authority within three months of the granting of the service approval (see regulation 55).

Develop the plan: timeline for existing services

For existing services transitioning to the new system on 1 January 2012, a Quality Improvement Plan must be developed by 30 April 2012.

Review the plan annually and submit it on request

The approved provider must also review and revise the Quality Improvement Plan for the service at least annually, having regard to the *National Quality Standard*, and submit the most current copy of the Quality Improvement Plan to the Regulatory Authority on request (see regulation 56).

Keep a current plan on the premises and make it available to families and regulators

A service approval is granted subject to the condition that the approved provider ensure a current Quality Improvement Plan for the service is kept on the premises of the service at all times or, in the case of a family day care service, at the principal office of the family day care service (see regulation 31).

The Quality Improvement Plan must also be made available on request for inspection by the Regulatory Authority or an authorised officer and to parents of a child who is enrolled or who is seeking to be enrolled at the service (see regulation 31).

Your service must have a QIP ready on April 30th



Developing your QIP

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Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes





Final Reflection

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