



ASSESSMENT AND RATING

PREPARE, COLLABORATE, COMMUNICATE

Participant handouts & Resource list



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Introduction

This program has been funded through the NSW Department of Education's Sector Development Program. It provides free professional learning opportunities on the National Quality Framework (NQF) Assessment and Rating.

This training session aims to enable all Education and Care Services to:

- better understand and prepare for assessment and rating visits
- communicate what assessment and rating involves for staff
- communicate assessment and rating to families
- access and use available resources on assessment and ratings

The resources in this handbook are provided to support your service through a process of continuous improvement and prepare you for Assessment & Rating.

HEATMAP TOOL

The heatmap is a tool to map your overall confidence on specific topics:

- The NQF – Who does what
- The process of self-assessment
- Articulation of current practice
- Exceeding themes
- Engaging families in the process of Assessment and Rating
- The Assessment and Rating visit

You have a few minutes at the beginning of the workshop to tick ✓ your level of confidence under each topic. As each topic is delivered in the workshop you will be asked to reassess your level of confidence and make notes to identify future actions after the workshop is completed.

		UNSURE	NEED TO IMPROVE	BUILDING	CONFIDENT
PART 1 NQF and Who Does What	START				
	END				
	ACTIONS				
PART 2 Self Assessment & QIP	START				
	END				
	ACTIONS				

		UNSURE	NEED TO IMPROVE	BUILDING	CONFIDENT
PART 3 Articulating Practice	START				
	END				
	ACTIONS				
PART 4 Exceeding Themes	START				
	END				
	ACTIONS				
PART 5 Visit by Authorised Officers	START				
	END				
	ACTIONS				
PART 6 Collaboration & Communication	START				
	END				
	ACTIONS				

This resource has been funded through the NSW Department of Education's Sector Development Program

ACECQA

- Guide improvements of national Quality Framework
- NQF annual performance report (snapshots - quarterly)
- Hosts the NQA IT Systems (NQA ITS)
- Authorised Officer training
- Maintains national register - publishing service ratings
- Provides a list of approved first aid qualifications
- Second Tier reviews
- Assesses and approve educator qualifications & training programs
- Communicates the NQF to families through Starting Blocks
- Regulates the regulators
- National leadership - promotes quality - role of the National Education Leader



Australian Children's
Education & Care
Quality Authority™

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enquiries@acecqa.gov.au
www.acecqa.gov.au

NEWSLETTER SIGNUP

www.acecqa.gov.au/
newsletters

REGULATORY AUTHORITY

- Provides regulatory advice
- Conducts Assessment & Rating
 - Employs Authority Officers to conduct Assessment & Rating visits under NQS
 - First Tier review
- Receives and Processes
 - Provider applications and approvals
 - Applications for service approval, transfer and relocation
 - Waivers
- Monitoring Compliance & Enforcement
 - Monitoring
 - Compliance Tools
 - Enforceable Undertakings
 - Amendment of approvals
 - Publishing prescribed information relating to enforcement actions
 - Cancellation of Provider approval
 - Serving notices
- Offences
 - Offences relating to enforcement
 - Complaints
 - Notifications in relation to risks posed to children's health & safety
- Powers of Regulatory Authorities
- Powers of Authorised Officers
- Conducting an Investigation - Summary of offences



1800 619 113
eecd@det.nsw.edu.au
https://education.nsw.gov.au/

EC EXTRA NEWSLETTER

https://education.nsw.gov.au/
early-childhood-education/
whats-happening-in-the-early-
childhood-education-sector/
news-and-events/ec-extra

EDUCATION & CARE SERVICES

- Build knowledge around the NQS and regulations
- Identify & maintain a process of self assessment against the National Quality Standards using the ACECQA self assessment tool
- Identify key aspects to grow and/or improve upon
- Develop, review and update a quality improvement plan (QIP)
- Adopt an evidence based approach to practice in preparation for Assessment & Rating

REVISED NATIONAL QUALITY STANDARD from 1 Feb 2018



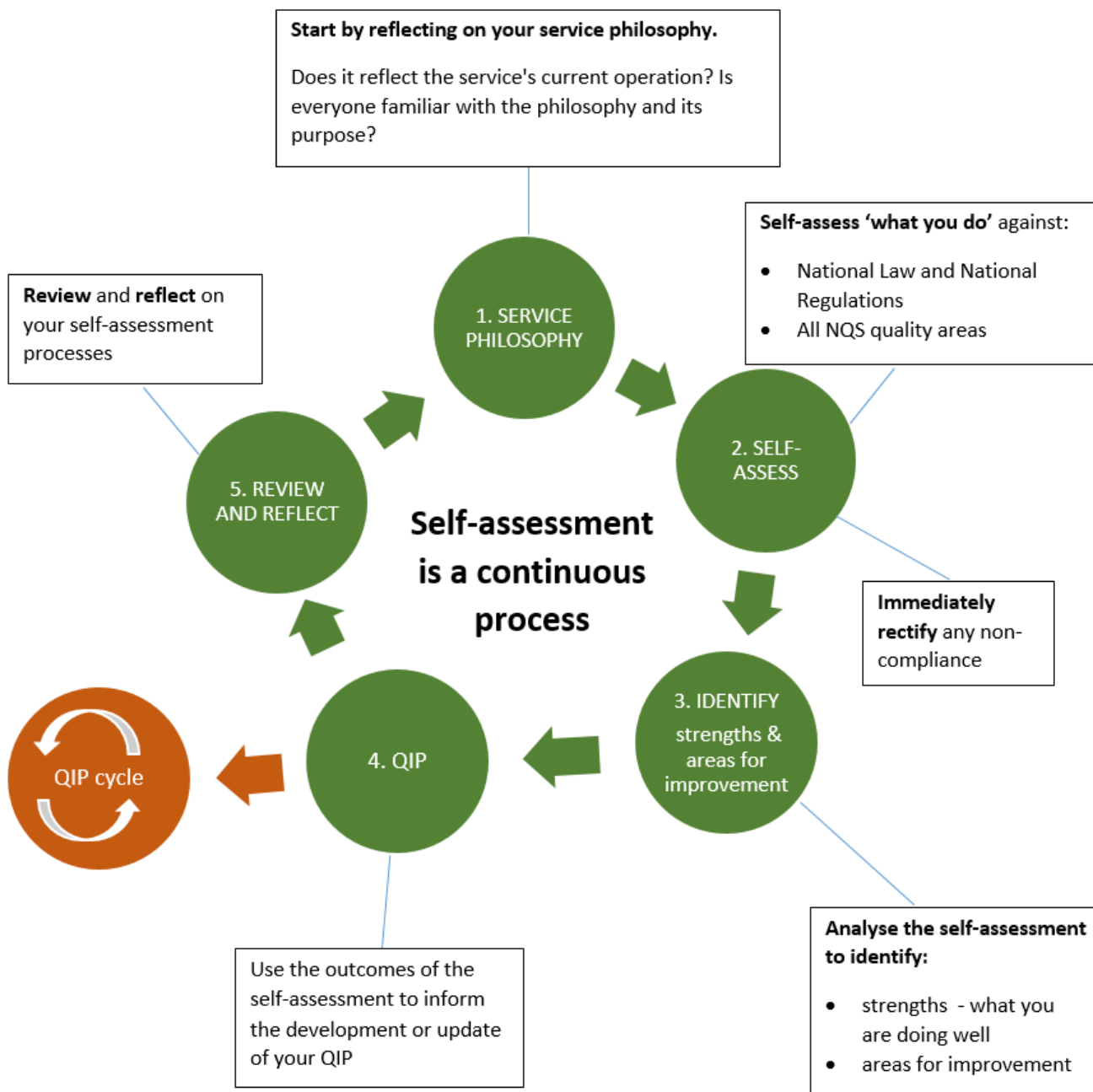
Concept		Descriptor
QA1		Educational program and practice
1.1	Program	The educational program enhances each child's learning and development.
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.2	Practice	Educators facilitate and extend each child's learning and development.
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
1.3	Assessment and planning	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
1.3.1	Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
1.3.3	Information for families	Families are informed about the program and their child's progress.
QA2		Children's health and safety
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
QA3		Physical environment
3.1	Design	The design of the facilities is appropriate for the operation of a service.
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.
3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.

NQS TABLE

Concept		Descriptor
QA4		Staffing arrangements
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.
QA5		Relationships with children
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
QA6		Collaborative partnerships with families and communities
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.
6.2.3	Community engagement	The service builds relationships and engages with its community.
QA7		Governance and leadership
7.1	Governance	Governance supports the operation of a quality service.
7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
7.2.3	Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

Source: ACECQA, *Guide to the NQF*, retrieved from www.acecqa.gov.au/nqf/about/guide

SELF-ASSESSMENT TOOL



Reflections and notes

When considering your current self-assessment process, you may like to consider:

- How do you ensure self-assessment is a consistent, ongoing process and not just a once-a-year task?
- When issues of non-compliance are rectified, how do you ensure quality improvement is embedded and this does not occur again?

1. What do I know about the service's self-assessment process?

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2. How does it relate to my work?

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3. How effective is the self-assessment process in involving and engaging all stakeholders?

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4. What can I contribute to the self-assessment process?

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5. What are the skills and strengths of educators and other stakeholders that can contribute to self-assessment process?

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Setting S.M.A.R.T. Goals

Using the S.M.A.R.T. guide to setting goals helps you clarify your ideas, focus your energy, and use your time productively. Take a look!

SMART GOALS GUIDE	
SPECIFIC	<ul style="list-style-type: none">What exactly needs to be accomplished?
MEASURABLE	<ul style="list-style-type: none">How will we know we have succeeded?How much change needs to occur?How many actions or cycles will it take?
ATTAINABLE	<ul style="list-style-type: none">Do we have the resources to achieve the goal?Is the goal a reasonable stretch?Is the goal likely to bring success?
RELEVANT	<ul style="list-style-type: none">Is this a worthwhile goal?Will it be meaningful to management/the team?Can we commit to achieving this goal?
TIME-BOUND	<ul style="list-style-type: none">What is the deadline for reaching the goal?When will we begin taking action?

Source: Gravity Martial Arts (2018, September 10), *Setting S.M.A.R.T. Goals*, retrieved from <http://gravitymartialarts.com/setting-s-m-a-r-t-goals/>

QIP TEMPLATE

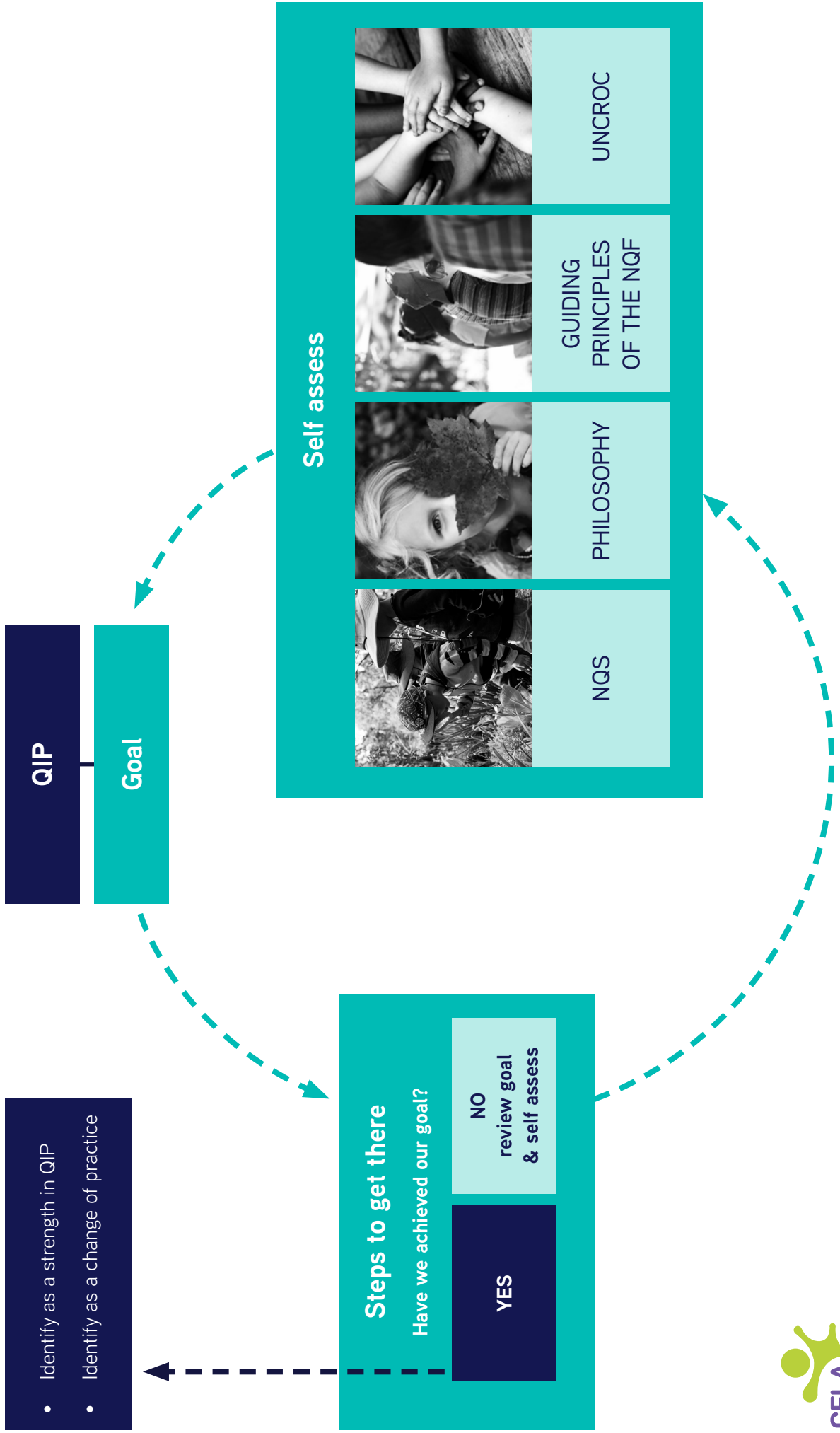
Key improvements sought for Quality Area 6

IMPROVEMENT PLAN

STANDARD / ELEMENT	ISSUE IDENTIFIED DURING SELF-ASSESSMENT	WHAT OUTCOME OR GOAL DO WE SEEK?	PRIORITY (L/M/H)	HOW WILL WE GET THIS OUTCOME? (STEPS)	SUCCESS MEASURE	BY WHEN?	WHO?	PROGRESS NOTES

Source: ACECQA, Quality Improvement Plan (QIP) Template, retrieved from www.acecqa.gov.au/assessment/quality-improvement-plans

ONGOING SELF ASSESSMENT AND THE QIP



PRINCIPLES OF THE NATIONAL QUALITY FRAMEWORK (NQF) AND THE LEARNING FRAMEWORKS EYLF AND MTOP

NQF PRINCIPLES

1. The rights and best interests of the child are paramount
2. Children are successful, competent and capable learners
3. Equity, inclusion and diversity
4. Valuing Australia's Aboriginal and Torres Strait Islander cultures
5. The role of parents and families is respected and supported
6. High expectations for children, educators and service provider

LEARNING FRAMEWORK PRINCIPLES

1. Respectful relationships
2. Partnerships with families
3. High expectations and equity
4. Respect for diversity
5. Reflective practice

SAMPLE PHILOSOPHY

Our Philosophy is underpinned by the Principles of the NQF. We believe the quality of the service we provide is enhanced with the consistent application of the 7 quality areas in the National Quality Standard (NQS) and the Principles, Practices and Outcomes of the EYLF.

WE BELIEVE THAT

- the first 5 years of a child's life are critical to children's learning and development and form the foundation of lifelong growth
- high quality educators will inspire learning with intentional teaching that is open and responsive to the need for change with children's natural curiosity, understanding and fascinations
- by providing a warm and inviting atmosphere within a caring, secure and stimulating environment, the individual strengths and interests of each child, family and staff member are valued and encouraged
- being a member of a diverse community, we have a responsibility to our children and families to establish and maintain a sense of belonging to the local, national and international community
- children develop to their full potential as competent and confident learners when provided with rich play opportunities, encouraged to think, act and create
- providing an accepting environment that promotes the children's and staff's personal growth and develops their positive self-esteem and confidence is important
- play is essential to children's learning and that children learn most effectively within an unhurried environment with meaningful, authentic experiences



SAMPLE PHILOSOPHY

- play should be fun, hands-on, child-centred, spontaneous, stimulating and challenging, providing opportunities for children to experiment, discover, explore, create, investigate, practice skills, take risks, learn through achievements and mistakes, solve problems, make choices, decisions and express ideas with the support of their peers and staff
- a sense of wonder, belonging to and love of the natural environment and living things is critical for young children to develop lifelong respectful, positive and proactive attitudes towards protecting our environment, caring for all living creatures and creating a sustainable environment
- the family is the most important and powerful influence on children's learning and behaviour
- supporting and developing partnerships with families and the local community, is vital to the nurturing and care of young children

WE RECOGNISE

- The First Nations of Australia. Aboriginal and Torres Strait Islander ways of knowing and understanding enrich our learning experiences as we honour their unique cultural and spiritual connection to this land
- Our educators as individuals and respect the knowledge, skills, training and experience they bring to their role
- The importance of providing opportunities for further professional development within a dynamic industry
- Our Educators play an important role in supporting families and sharing the child's learning and development
- The importance of respecting and honouring diversity and celebrating differences in others, as well as acknowledging, accepting and reflecting each person and their family's values, culture, beliefs, abilities and language in all aspects of the learning environment

WE PROVIDE

- children with opportunities to discover and learn about themselves, their peers and the environment in an atmosphere that encourages harmonious and meaningful life enhancing relationships
- experiences and approaches that reflect and celebrate cultural competency, acceptance, respect and compassion for all people
- Opportunities for each family to participate in the service community, welcoming and supporting their interest and involvement



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This information sheet explains new guidance on determining the Exceeding National Quality Standard (NQS) rating level for standards. The guidance clarifies the difference between the Meeting NQS and Exceeding NQS rating levels to ensure quality expectations are clear for providers, educators and assessors.

WHEN DOES THIS CHANGE START?

This change will take effect with the revised NQS from 1 February 2018 in all states and territories.

WHERE CAN I GET FURTHER INFORMATION?

Visit acecqa.gov.au/nqf-changes

Visit your regulatory authority website acecqa.gov.au/contact-your-regulatory-authority

NEW GUIDANCE ON DETERMINING EXCEEDING NQS FOR STANDARDS FROM 1 FEB 2018

Governments, ACECQA, and education and care experts have collaborated to develop new guidance that clarifies the difference between the Meeting NQS and Exceeding NQS rating levels for each standard.

There are three Exceeding themes that services will need to demonstrate for a standard to be rated Exceeding NQS.

This new guidance will be published in the new Guide to the NQF and will be used in quality rating assessments from 1 February 2018.

DETERMINING EXCEEDING NQS FOR STANDARDS

A rating of Exceeding NQS means going **above and beyond** what is expected at the Meeting NQS level for a standard.

Other changes to Exceeding calculations

From 1 February 2018, there is a change in the way quality area ratings are assessed.

To be rated Exceeding NQS in a quality area, all standards in that quality area must be rated Exceeding NQS.

Feedback from the sector suggested that more information was needed to clarify what **above and beyond** means and ensure transparent expectations of quality at the Exceeding NQS rating level.

The following three themes must be demonstrated in service practice for a standard to be rated as Exceeding NQS:

Theme 1: Practice is embedded in service operations

Theme 2: Practice is informed by critical reflection

Theme 3: Practice is shaped by meaningful engagement with families and/or the community

There are no changes to the way the overall rating for Exceeding NQS is calculated.

To be rated Exceeding NQS overall, all quality areas must be at least Meeting NQS, and four or more Quality Areas must be Exceeding NQS, with at least two of these being quality areas 1, 5, 6, or 7.

EXCEEDING NQS THEMES

Theme 1: Practice is embedded in service operations

This theme means that high quality practice for the standard is demonstrated consistently and frequently across the service. This ensures a sense of continuity and predictability for children.

For example:

- high quality practice is usual practice across the service
- quality practice is consistent across all educators
- each educator’s practice reflects a clear understanding of the requirements of the standard
- practice for the standard reflects the service philosophy and the principles and practices of the approved learning frameworks.

Theme 2: Practice is informed by critical reflection

When practice is informed by critical reflection, educators consider, question, analyse and re-evaluate planning and decision-making for that standard. This supports a culture of ongoing self-assessment that helps identify continuous improvement and improved outcomes for children, families and educators.

For example:

- reflection on practice is regular and ongoing

- opportunities for improvements are identified and implemented
- educators are aware of the influences on their practice and are committed to ongoing learning
- decision-making processes draw on diverse perspectives.

Theme 3: Practice is shaped by meaningful engagement with families and/or the community

Every education and care service is unique, as are the children, families, and community at the service. This theme recognises that high quality practice is informed by and tailored to the unique strengths and needs of children, families and the community. This theme recognises differences across service types. For example, it is expected that services that educate and care for school-aged children may build strong relationships with the school and broader community and have fewer interactions with families compared to services that educate and care for younger children.

For example:

- practice reflects the voices and strengths of children, families and the community
- practice demonstrates shared decision-making and problem solving with families and/or the community
- practice suits the unique environmental, cultural and community context of the service
- practice fosters a culture of inclusiveness.

SUMMARY OF APPROACH TO DETERMINING NQS FOR STANDARDS

Assessors are trained to use ‘observe’, ‘discuss’ and ‘sight’ techniques to assess practice.

Working Towards NQS	Meeting NQS	Exceeding NQS
One or more elements of the standard are not met .	All elements of the standard are met . Service practice does not reflect all three Exceeding themes, for example : <ul style="list-style-type: none"> ✘ Practice is embedded in service operations ✓ Practice is informed by critical reflection ✓ Practice is shaped by meaningful engagement with families and/or community 	All elements of the standard are met . Service practice reflects all three Exceeding themes: <ul style="list-style-type: none"> ✓ Practice is embedded in service operations ✓ Practice is informed by critical reflection ✓ Practice is shaped by meaningful engagement with families and/or community

Source: ACECQA, *New Guidance on Determining Exceeding NQS for Standards*, retrieved from www.acecqa.gov.au/sites/default/files/2018-06/NewGuidanceDeterminingExceedingNQS.pdf

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

Quality Standard 6.1: Supportive Relationships with Families

QUALITY AREA 6: Collaborative Partnerships with families and communities

- Supportive relationships with families
- Collaborative partnerships

Quality Standard 6.1: Supportive Relationships with Families

EXCEEDING THEME ONE: PRACTICE IS EMBEDDED IN SERVICE OPERATIONS	
INDICATORS	EVIDENCE
Educators, the educational leader, and the co-ordinator demonstrate a deep understanding of the requirements of the standard, concepts and the component elements, and a commitment to high quality practice at all times	
Educators, co-ordinators and the educational leader engage collaboratively and respectfully with families from enrolment and orientation to learn about their expertise, culture, values and beliefs and priorities for their child's learning and wellbeing	
Educators, co-ordinators and the educational leader consistently support families to participate in the service, make meaningful contributions to service decisions, and share in decisionmaking about their child's learning and wellbeing	
Educators, co-ordinators and the educational leader regularly provide families with comprehensive, current and accessible information about the service, relevant community services, and resourcing to support parenting and family wellbeing	
Educators, co-ordinators and the educational leader recognise the leading role of families in their children's wellbeing and development	

EXCEEDING THEME ONE: PRACTICE IS EMBEDDED IN SERVICE OPERATIONS

INDICATORS	EVIDENCE
<p>Across the service, the observed and discussed approach to building respectful and supportive relationships with families demonstrates a strong commitment to the principles and practices of the approved learning framework/s, and aligns with the educational program, the service’s statement of philosophy, and the enrolment and orientation process.</p>	

EXCEEDING THEME 2: PRACTICE IS INFORMED BY CRITICAL REFLECTION

INDICATORS	EVIDENCE
<p>The service’s approach to supporting relationships with families reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection and past incidents</p>	
<p>The service’s approach to supporting relationships with families is informed by current recognised guidance on supporting relationships with families</p>	
<p>Any change to the service’s approach to supportive relationships with families is understood by all and implemented appropriately</p>	
<p>Any change to the service’s approach to supporting children to build and maintain sensitive and responsive relationships is understood by all and implemented appropriately.</p>	
<p>Educators, co-ordinators and the educational leader intentionally consider alternate ways of engaging with families and supporting their participation at the service, and make changes where opportunities to further enhance children’s and families’ outcomes are identified</p>	

EXCEEDING THEME 2: PRACTICE IS INFORMED BY CRITICAL REFLECTION

INDICATORS	EVIDENCE
<p>Educators, co-ordinators and the educational leader are able to explain how ongoing engagement with families influences the design and delivery of the educational program</p>	
<p>Educators, co-ordinators and the educational leader are aware of and able to discuss how the approach to engaging with families and supporting their participation at the service aligns with practice theory, the approved learning framework/s and the service's philosophy, policies and procedures</p>	
<p>Educators, co-ordinators and the educational leader are aware of how families' perceptions of their role influences how they participate in the service</p>	
<p>Educators, co-ordinators and the educational leader consider and discuss social justice and equity implications of their approach to engaging with and supporting each family's participation in the service, including self-awareness of their own biases and how these may impact on building respectful relationships with families</p>	
<p>As a team, educators, co-ordinators and the educational leader engage in robust debate and discussion about the service's approach to engaging with families and supporting their participation at the service. As part of this debate and discussion, personal, professional and organisational values that influence practice are identified, discussed and challenged.</p>	

EXCEEDING THEME 3: PRACTICE IS SHAPED BY MEANINGFUL ENGAGEMENT WITH FAMILIES AND/OR THE COMMUNITY

INDICATORS	EVIDENCE
<p>Relationships with families reflect the unique geographical, cultural and community context of the service</p>	
<p>Relationships with families welcome, reflect and draw on the voices, priorities and strengths of the children and families at the service</p>	
<p>Educators, co-ordinators and the educational leader actively support families to build relationships with other families and with relevant community services to strengthen child, parenting and family outcomes</p>	
<p>Educators, co-ordinators and the educational leader consistently tailor their approaches to communicating with and engaging with each family in recognition of individual families’ circumstances and ways of connection, and seek out families’ views on their preferred means of communication and participation from enrolment</p>	
<p>Educators, co-ordinators and the educational leader draw on their knowledge of each family to provide thoughtful and tailored opportunities for each family to participate in the service , for example building a sense of belonging for Aboriginal and Torres Strait Islander families</p>	
<p>Educators, co-ordinators and the educational leader explore opportunities to build trust and support families to contribute to the educational program in ways that celebrate and share their strengths, beliefs and culture with children, families and the service team</p>	
<p>Educators, co-ordinators and the educational leader build and maintain community partnerships that support and promote parenting and family wellbeing and proactively and respectfully engage with families to support their parenting and family wellbeing circumstances and priorities.</p>	



Hear about

Jasper is ten months old and spends part of his week in my family day care. He has been making a variety of sounds for some time now. I have noticed sounds in response to people speaking and singing with him, and also a self soothing while settling to sleep. I have captured a couple of moments on camera of Jasper expressing such delight at his sound production and even have some footage of the particular sound he makes when separating from Dad – these are quite distinct. What an opportunity for connection.

Jasper's father and I look at the footage together and he 'hears' his child being unsure and questioning. He says 'I really feel like Jasper and I am having a conversation', which got me reflecting on the opportunity to make this learning richer and more visible. I have made a plan to be aware of being intentional in engaging in culturally appropriate conversation with Jasper. I do some reading about children's understanding of language and reflect on how important language is for identity.

I will listen intently to Jasper. Wait and leave space for him, engage in turn taking and build a shared understanding on what we are conversing on. This includes having a mutual gaze and attention on his purpose. Listening intently means there may be silence because I am also watching intently for his action. As the adult I am trying to be comfortable with not asking continual questions and making space to 'be'. Someone took a photo of Jasper and me in the garden looking and listening.

The invisible connection between us is almost visible in the photo. I complete this documentation by adding the quote 'The child has a hundred languages' (Malaguzzi 1993) and we put the photo in Jasper's folder, and place it in our reading place.

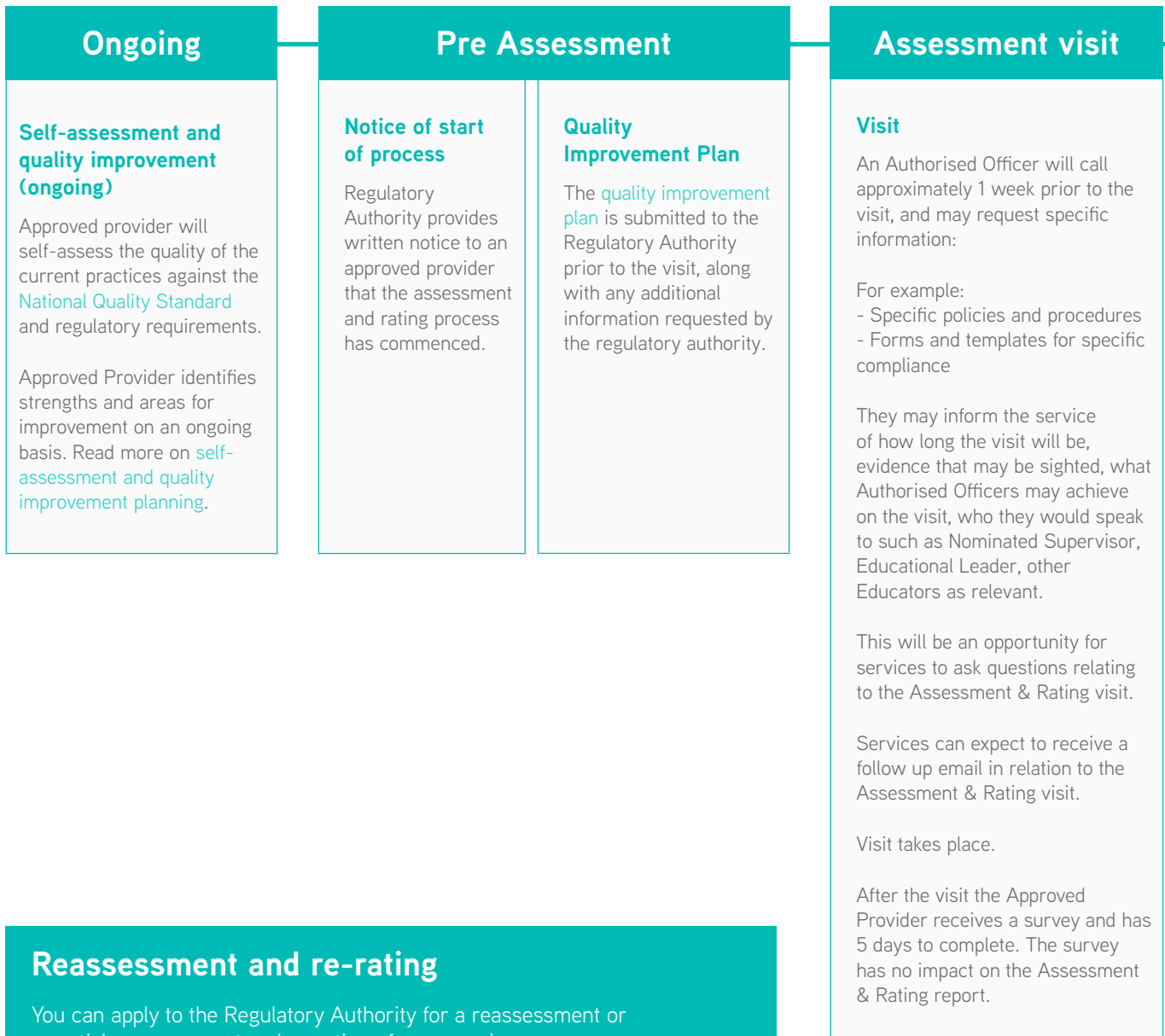
Looking at my Framework I see the development of belonging, being and becoming in this experience for Jasper and for me. I have found a path towards making visible the rich competency of a baby and have strived towards all five of the Learning Outcomes. When I speak with my peers and to Jasper's dad we talk most about Outcome Four (not the more obvious Five) because at this point in time it seems to be more about developing dispositions in learning and knowing than sound production and conversation.

The journey continues...

Steps in assessment and rating process

Services are assessed and rated by the state or territory regulatory authority.

Below is a summary of the steps in the assessment and rating process and approximate timeframes.



Reassessment and re-rating

You can apply to the Regulatory Authority for a reassessment or a partial reassessment and re-rating of your service.

A fee applies, and an application for reassessment or partial reassessment can only be made once every 2 years.

More information is available in the National Law (sections 138-139) and National Regulations (regulations 66-67).

Share concerns or positive feedback relating to Assessment & Rating

If the service would like to raise any concerns or provide positive feedback, you have the opportunity to do this by completing the Assessment visit survey or contacting the Regulatory Authority on 1800 619 113 or ececd@det.nsw.edu.au

This resource has been funded through the NSW Department of Education's Sector Development Program

Draft report

Draft report issued

Regulatory authority provides the Approved Provider with a draft assessment and rating report.

Final Rating

Ratings published

Once the review period has ended, the final ratings are published on the national registers

Accept the draft report?

YES

NO

Provide Feedback on draft report

The provider can give feedback on any factual inaccuracies in the report within 10 working days.

Final report

Feedback considered before final report is finalised and issued.

Final Rating

Ratings published

Once the review period has ended, the final ratings are published on the national registers

Accept the final report?

YES

NO

First Tier Review

- You can apply to the Regulatory Authority for a First Tier review of your service's quality ratings using the NQA IT System. This must be completed and submitted within 14 calendar days of receiving the final assessment and rating report.
- Read the guidelines on First Tier review for more information on the application process.
- Information on First Tier review can be found in Section 141 of the National Law or by contacting your regulatory authority.
- Regulatory Authority will conduct the review within 30 days from receipt of the application.

Final Rating

Ratings published

Once the review period has ended, the final ratings are published on the national registers

Accept the first tier review?

YES

NO

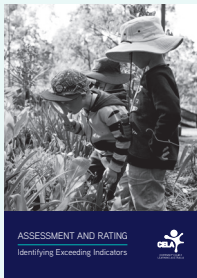
Second Tier Review

- You can apply to ACECQA for a Second Tier review after your first tier review has been completed. This review is conducted by the Ratings Review Panel.
- To apply, you must submit the application form for a Second Tier review with the prescribed payment. This must be submitted within 14 calendar days of receiving the Regulatory Authority's decision on your First Tier review request.
- Read the guidelines on Second Tier reviews for more information on the application process.
- Information on Second Tier reviews can be found in Sections 144 – 151 of the National Law and Regulations 68 – 69.
- The National Authority must within 7 days notify the Regulatory Authority of the second tier review. The Ratings Review Panel is established, review is conducted and must make a decision on the review within 60 days of receipt of the application and advise the Approved Provider of the decision within 14 days. The Chairperson of the Panel may extend the period for making a decision under special circumstances.

LIST OF USEFUL RESOURCES

The resources below are provided to support your service through a process of continuous improvement and prepare you for Assessment & Rating.

CELA IDENTIFYING EXCEEDING INDICATORS



www.cela.org.au/assessment-and-rating/resources

CELA ASSESSMENT AND RATING RECORDED WEBINAR SESSIONS



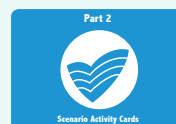
www.cela.org.au/assessment-and-rating/resources

QUEST FOR QUALITY GAME



www.acecqa.gov.au/resources/supporting-materials/games

NQF WHO DOES WHAT?



www.acecqa.gov.au/resources/supporting-materials/games

SELF ASSESSMENT TOOL ACECQA



www.acecqa.gov.au/assessment/quality-improvement-plans#SAT

ACECQA KAHOOT!



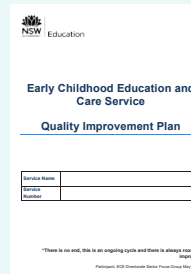
www.acecqa.gov.au/resources/supporting-materials/games

QIP TEMPLATE ACECQA



www.acecqa.gov.au/assessment/quality-improvement-plans

QIP TEMPLATE DEPARTMENT OF EDUCATION



<https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/media/documents/2017-QIP.pdf>

ASSESSMENT AND RATING REPORT



www.acecqa.gov.au/sites/default/files/2019-06/NQSAssessmentandRatingTemplate.pdf

2018 NATIONAL QUALITY STANDARD ASSESSMENT AND RATING INSTRUMENT



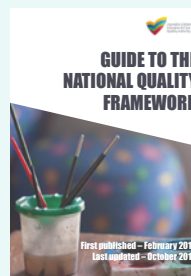
https://www.acecqa.gov.au/sites/default/files/2018-01/NQS_AssessmentAndRatingInstrument.pdf

DRAFT REPORT TEMPLATE



www.acecqa.gov.au/assessment/materials

GUIDE TO THE NQF: PART 3 NATIONAL QUALITY STANDARD AND ASSESSMENT AND RATING



www.acecqa.gov.au/nqf/about/guide

LIST OF USEFUL RESOURCES

NATIONAL QUALITY STANDARD POSTER



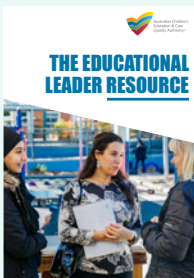
www.acecqa.gov.au/sites/default/files/2018-07/RevisedNQSHandoutA4.pdf

QUALITY AREA 7: REVIEWING YOUR SERVICE PHILOSOPHY



www.acecqa.gov.au/sites/default/files/2018-10/QA7_ReviewingYourServicePhilosophy.pdf

THE EDUCATIONAL LEADER RESOURCE



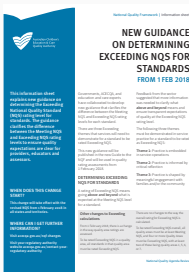
www.acecqa.gov.au/sites/default/files/2019-03/TheEducationalLeaderResource.pdf

QUALITY AREA 7: USING COMPLAINTS TO SUPPORT CONTINUOUS IMPROVEMENT



www.acecqa.gov.au/sites/default/files/2018-04/QA7_UsingComplaintsToSupportContinuousImprovement.pdf

ACECQA FACT SHEET NEW GUIDANCE ON DETERMINING EXCEEDING NQS STANDARDS



www.acecqa.gov.au/sites/default/files/2018-06/NewGuidanceDeterminingExceedingNQS.pdf

DEVELOPING AND REVIEWING YOUR QUALITY IMPROVEMENT PLAN



www.acecqa.gov.au/sites/default/files/2019-03/DevelopingandReviewingYourQualityImprovementPlan.pdf

QUALITY AREA 6: BUILDING PARTNERSHIPS WITH FAMILIES



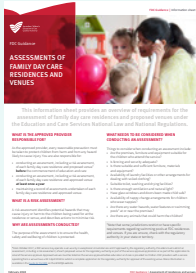
www.acecqa.gov.au/sites/default/files/2018-01/QA6_BuildingPartnershipsWithFamilies.pdf

NQF INFORMATION SHEET REQUIREMENTS FOR FAMILY DAY CARE EDUCATORS



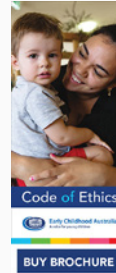
www.acecqa.gov.au/sites/default/files/2018-09/RequirementsFDC.pdf

FDC GUIDANCE: ASSESSMENTS OF FAMILY DAY CARE RESIDENCES AND VENUES



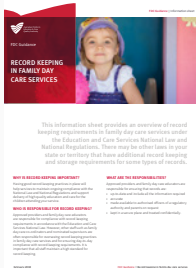
www.acecqa.gov.au/sites/default/files/2018-03/FDCAssessmentsOfResidencesVenues.pdf

CODE OF ETHICS



www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/

FDC GUIDANCE: RECORD KEEPING IN FAMILY DAY CARE SERVICES



www.acecqa.gov.au/sites/default/files/2018-03/FDC_RecordKeeping.pdf



*This resource has been funded through the
NSW Department of Education's Sector Development Program*



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Email info@cela.org.au
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