Assessment and Rating
PREPARE, COLLABORATE, COMMUNICATE

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COMMUNITY EARLY LEARNING AUSTRALIA

NSW
GOVERNMENT

ACKNOWLEDGEMENT
OF COUNTRY

COMMUNITY EARLY LEARNING AUSTRALIA (CELA)

- CELA has been contracted to deliver Assessment & Rating professional learning sessions across NSW. This has been funded through the NSW Department of Education's Sector Development Program.

- CELA is the peak body for Australia's early and middle childhood education sector. As a member based, not for profit organisation our mission is to amplify the value of early learning and believe that all children deserve quality early education and care.

ACKNOWLEDGEMENT

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

SESSION OUTCOMES

Participants will have the opportunity to develop strategies and increase their understanding of:

- The purpose of assessment and rating

- The importance of the self assessment against the National Quality Standards and the development of a Quality Improvement Plan.

- How to confidently articulate practice

- Understand the Exceeding themes in the NQS

- How to collaborate with families and communicate the purpose of assessment and rating

- The Assessment and ratings process and visit

HEATMAP

PREPARING FOR ASSESSMENT AND RATING

OVERVIEW

WHAT IS THE NATIONAL QUALITY FRAMEWORK

- National Quality Framework (NQF) was introduced in 2012 with the aim to introduce a new quality standard, introduce consistency in quality and set a higher benchmark for children's services *(Family Day care, Long Day Care, preschools and Outside School Hours Care)*

- The NQF includes:
  - The National Law and Regulations
  - National Quality Standard
  - Assessment and Quality Rating Process
  - National Learning Frameworks

REGULATORY AUTHORITY GOALS

The Early Childhood Education Directorate (ECED) has regulatory responsibility under the law to raise quality and drive continuous improvement and consistency in NSW early education and care services.

The three primary goals of the regulatory activity are to:

- ensure the safety, health and wellbeing of children attending education and care services,

- improve the educational and developmental outcomes for children attending education and care services,

- raise quality and drive continuous improvement and consistency in NSW education and care services.

NQF WHO DOES WHAT?

- Hands on head – True statements

- Hands on bottoms – False statements

KAHOOT

ACECQA Kahoot!

Kahoot! is a quiz based learning platform that is free and easy to access. ACEC
Kahoot! quizzes designed to be used individually or in teams as a way to test
reflect on practice and consider development opportunities. Our Kahoot! Qui:
you need to start accessing the quizzes, specially designed by ACECQA for the
sector.

ACECQA Kahoot! Instructions

NQF - Who Does What?

Do you sometimes get stuck with working out who does what under the Na
NQF - Who Does What? card game is a quick interactive activity for educati
on some of the different roles and functions that ACECQA and the state an
have. Why not download the game and see how your team goes playing it,

NQF - Who Does What? card game

NQF WHO DOES WHAT?

Part 1

Part 2

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

ACECQA KAHOOT!

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

QF - Who Does What?'

Australian Children's
Education & Care
Quality Authority ™

onal Quality Framework resource

Page 26 Participants handouts and Resource List

ASSESSMENT AND RATING VISIT PURPOSE

Services are assessed and rated against the National Quality Standard (NQS) to:

- "promote continuous improvement in the provision of quality education and care

- Improve knowledge and access to information about the quality of services to help families make informed decisions about their child's education and care."

ACECQA: National Quality Standard and Assessment and Rating guide 2018

NATIONAL QUALITY STANDARD 7 QUALITY AREAS

QA1	Educational program and practice
QA2	Children's health and safety
QA3	Physical environment
QA4	Staffing arrangements
QA5	Relationships with children
QA6	Collaborative partnerships with families and communities
QA7	Governance and leadership

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NATIONAL QUALITY STANDARD 15 STANDARDS

QA1
- Program
- Practice
- Assessment & Planning

QA2
- Health
- Safety

QA3
- Design
- Use

QA4
- Staffing arrangements
- Professionalism

QA5
- Relationships between educators and children
- Relationships between children

QA6
- Supportive relationships with families
- Collaborative partnerships

QA7
- Governance
- Leadership

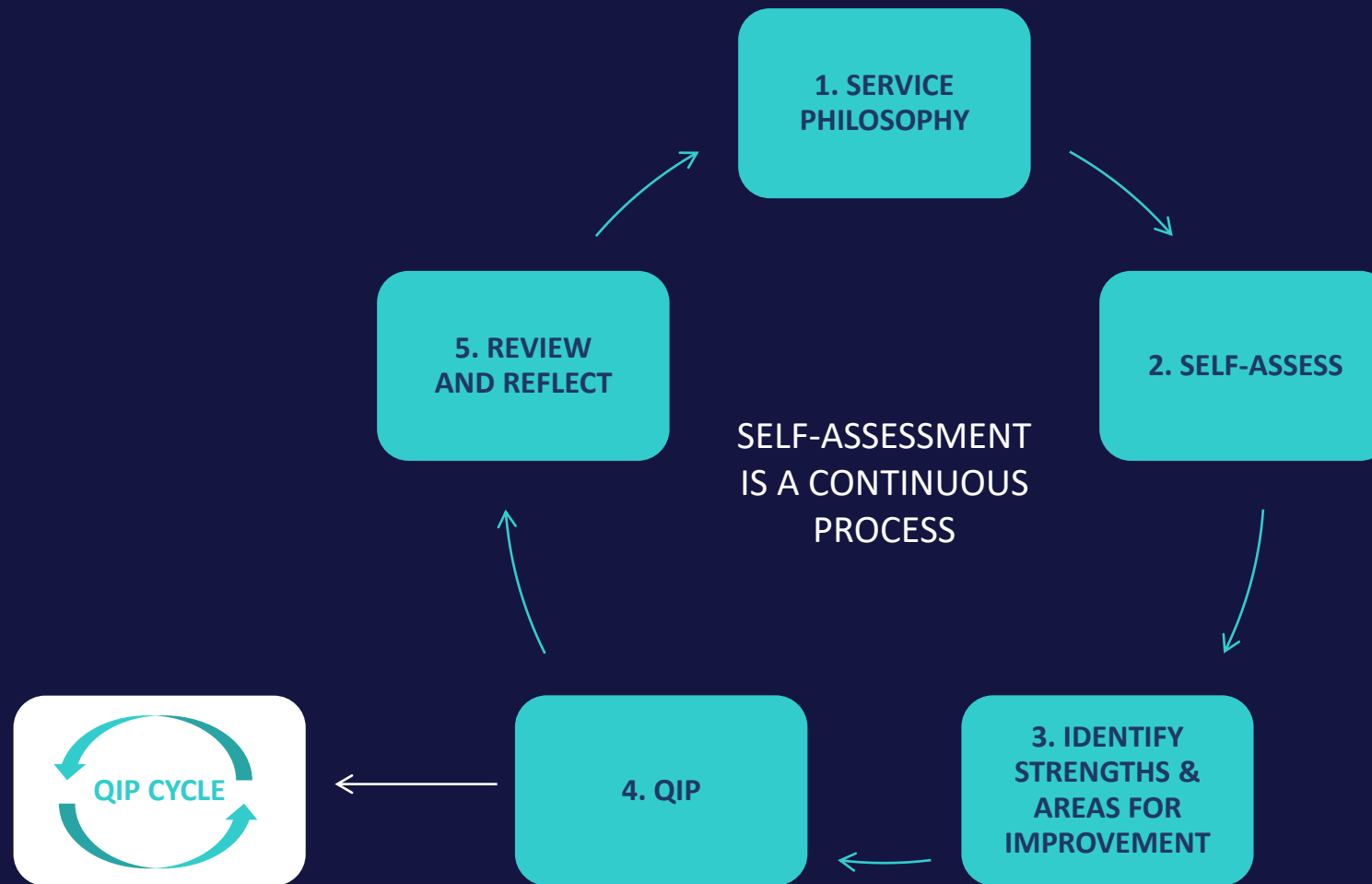# PREPARING FOR ASSESSMENT AND RATING

SELF ASSESSMENT AND THE QIP

SELF ASSESSMENT

7.2.1 There is an effective self assessment and Quality Improvement Plan in place

"Quality services regularly monitor and review their performance to guide planning and improve service quality. This creates a shared understanding of the principles that guide the service and encourages continuous improvement in practice, policies and procedures."

SELF ASSESSMENT PROCESS

1. SERVICE PHILOSOPHY

2. SELF-ASSESS

3. IDENTIFY STRENGTHS & AREAS FOR IMPROVEMENT

4. QIP

5. REVIEW AND REFLECT

SELF-ASSESSMENT IS A CONTINUOUS PROCESS

QIP CYCLE

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Source: ACECQA Self Assessment Tool

TIPS FOR SELF ASSESSMENT

Consider

- Your individual context eg; organisation structure and location, your local community
- Your staff and educators, the children and families using your service
- Your service type

Plan

- The self assessment process will be effective when you plan and give time and resources so that all of your service community can participate
- Communication of roles and responsibilities, how the team will be involved and supported

Encourage openness and honesty

- The process will work best when all involved are open, honest and feel comfortable to critically reflect
- Effective communication, positive culture allows all the opportunity to participate, and have a voice

Use documents that suit your service

- Choose a documentation process that suits your context
- Adapt the tool to suit your service type

Use the outcomes of your self assessment to develop your Quality Improvement Plan

- After identifying service strengths and areas for improvements, transfer directly to your QIP. QIP prioritises the identified improvements

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SELF ASSESSMENT Reflection

When you enter your service ....

What do you see, hear, smell, feel?

- ❖ What would you change?

Imagine you are entering the service for the first time:

- ❖ as a child
- ❖ as a new family,
- ❖ as new educator
- ▪ What do you notice?
- ▪ What would you change?

REFLECTIVE QUESTIONS FOR EACH STANDARD OF THE NQS

EVIDENCE BASED APPROACH TO PRACTICE

If you say you do it how do you:

- Articulate your practice *(talk about our why?)*

- Observe your practice *(can we see it?)*

- Sight it *(documented evidence to support the statement or claim)*

QUALITY IMPROVEMENT PROCESS REFLECTION

"Self Assessment is about critically reflecting on your practice, recognising strengths and identifying areas for improvement."

Source: ACECQA Self Assessment Tool

- Self-assessment enables the development of clear goals for the Quality Improvement plan.

- Self-assessment enables you to explore what it is the team feels is significant enough to work on in the Quality Improvement Plan

ACECQA QUEST FOR QUALITY RESOURCE

Page 26 Participants handouts and Resource List

WORLDCAFE

Now I've self-assessed.......
THE QIP

"After reviewing the outcomes of your self-assessment against the NQS and legislation it is now time to consider strengths that have been identified and the areas for quality improvement"

Self-assessment Tool page 21

Now I've self-assessed.......
THE QIP

"After identifying service strengths and areas for improvement, the summary can be transferred directly into your QIP.......use the QIP to prioritise these.

Your QIP does not need to cover all quality areas"

Self-assessment Tool page 21

Now I've self-assessed…….
THE QIP

"Map and record achievements.

Review and reflect on self-assessment and quality improvement processes

Self-assessment Tool page 22

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THE QIP THE FOUR COMPONENTS

REFLECT & REVIEW goals in Quality Improvement Plan

IDENTIFY AREAS FOR IMPROVEMENT

identify areas that may need improvement

IDENTIFY STRENGTHS

in each Quality Area

SELF ASSESSMENT of the quality practices of the service against the NQS and National Law and Regulations

SMART goal

After self-assessing what goal do want to achieve?

Is the goal "Improve relationships with families too broad?"

Apply the SMART goal (Page 26 Participants handouts and Resource List)

SMART GOALS GUIDE

SPECIFIC	▪ What exactly needs to be accomplished?
MEASURABLE	▪ How will we know we have succeeded? ▪ How much change needs to occur? ▪ How many actions or cycles will it take?
ATTAINABLE	▪ Do we have the resources to achieve the goal? ▪ Is the goal a reasonable stretch? ▪ Is the goal likely to bring success?
RELEVANT	▪ Is this a worthwhile goal? ▪ Will it be meaningful to management/the team? ▪ Can we commit to achieving this goal?
TIME-BOUND	▪ What is the deadline for reaching the goal? ▪ When will we begin taking action?

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CONTINUING THE SELF ASSESSMENT PROCESS
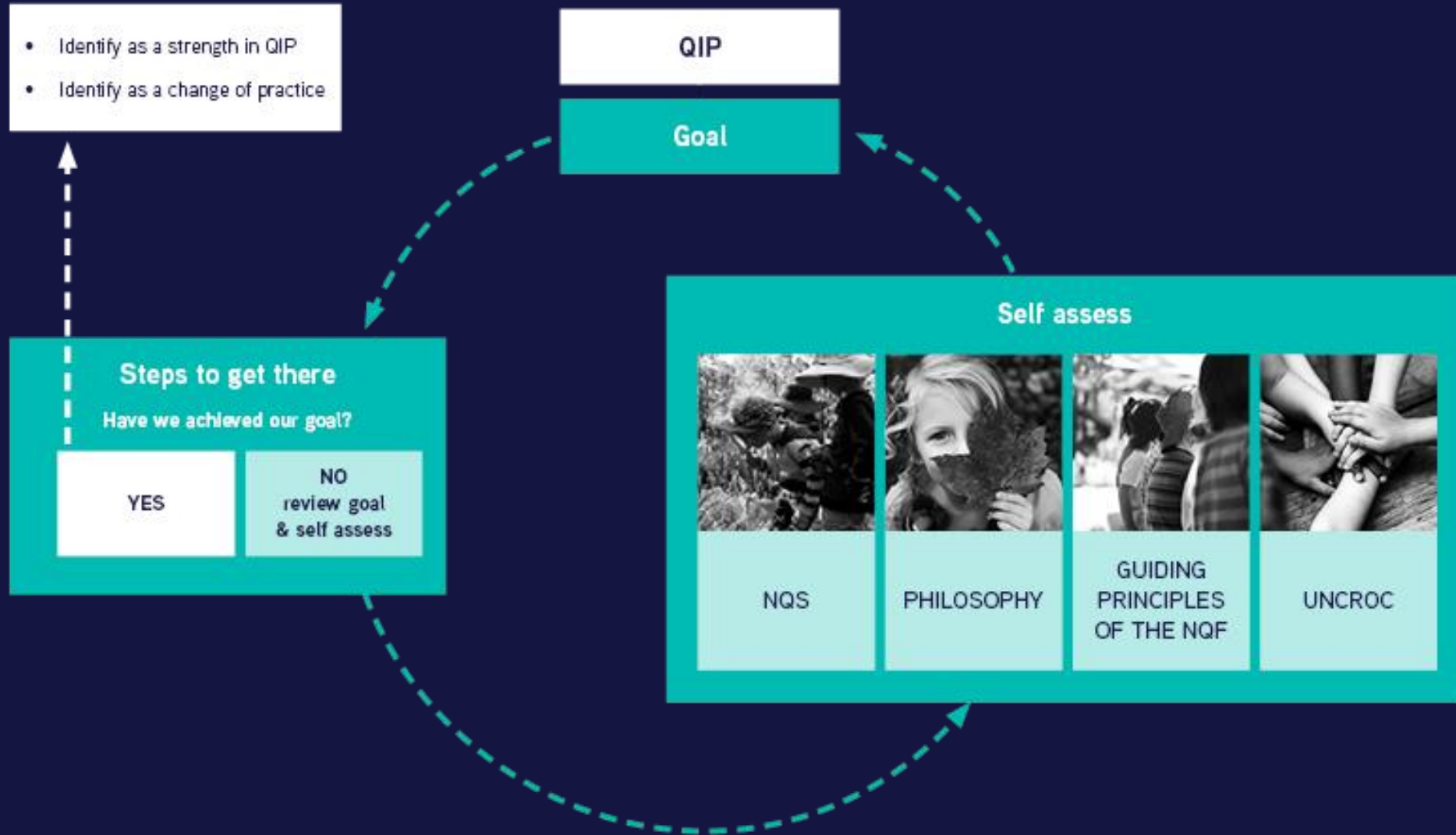
PREPARING FOR ASSESSMENT AND RATING

ARTICULATING PRACTICE-PREPARING EDUCATORS:
Know what you do and why you do it!

SERVICE PHILOSOPHY

Element 7.1.1: A Statement of Philosophy guides all aspects of the service's operations

A written statement of Philosophy outlines the purpose and principles under which the service operates. It also reflects the guiding principles of the National Quality Framework (see section3(3) of the *National Law*) and the approved learning frameworks(*see element* 1.1).

Talking about the why of what you do – the 5 step approach

1 Connect practice to philosophy

2 Support practice with research

3 Connect practice with the National Quality Standard

4 Connect practice with the approved learning framework

5 Connect practice with the relevant ECA Code of Ethics/Professional Standards

STEP 1 CONNECT PRACTICE TO PHILOSOPHY

CONNECT PRACTICE TO PHILOSOPHY

The service philosophy is an important tool of evaluation.

It can be used to self-assess as well as articulate practice.

The Why of what you do.

PHILOSOPHY REVIEW Learning frameworks and the NQF

Principles of Learning Frameworks

- Respectful relationships
- Partnerships with families
- High expectations and equity
- Respect for diversity
- Reflective practice

National Quality Framework

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

PHILOSOPHY ANALYSIS

In your table groups:

- Analyse the sample Philosophy.

- Note down the principles of learning frameworks and the NQF that are captured and reflected in the Philosophy

WHAT DOES PHILOSOPHY MEAN TO YOU?

- How would you describe your philosophy in a sentence to someone who asked?

- Can you relate your everyday practice and decision making back to your Philosophy?

- How would you talk about how it influences your decisions and actions on a day to day basis with colleagues, families, children?

- What are the key commitments in the current service philosophy?

- What do you enjoy talking about?

- What do you find difficult to talk about in regards to your practice?

Rolling in a tyre

Rolling in a tyre

National Quality Standard
Professional Learning Program

The Connecting with practice this series is brought to you by:

Early Childhood
Australia
A voice for young children

The NQS Professional Learning Program is funded by
the Australian Government Department of Education,
Employment and Workplace Relations.

SUPPORT PRACTICE WITH RESEARCH

Risky play has been shown to be beneficial to children's development by helping them cope with stressful situations, learn how to follow-through, improve social interaction skills, increase creativity, learn about human mortality, assist in understanding their limitations, recognize areas for improvement, and help form positive, pro-active attitudes.

Gleave, Josie (2008)

Other benefits also include improved motor skills and cognitive understanding of the environment. The lack of risk in the play environment could lead to children who are "risk-averse," never having learned how to effectively manage everyday situations, or to children who seek out dangerous or hazardous locations to experience thrill. Mental health professionals also argue that the lack of risk in play can lead to a lack of resilience and ultimately mental health issues

Sandsetter, Ellen Beate Hansen (2009)

STEP 3 CONNECT PRACTICE WITH THE NQS

CONNECT PRACTICE WITH THE NATIONAL QUALITY STANDARD

QA 1 EDUCATIONAL PROGRAM AND PRACTICE

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

QA 3 PHYSICAL ENVIRONMENT

3.3.2 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

STEP 4 CONNECT PRACTICE TO THE APPROVED LEARNING FRAMEWORKS

CONNECT PRACTICE TO THE APPROVED LEARNING FRAMEWORK
Learning through play

Play provides opportunities for children to learn as they discover, create, improvise and imagine. When children play with other children they create social groups, test out ideas, challenge each other's thinking and build new understandings.

STEP 5 CONNECT PRACTICE WITH THE RELEVANT CODE OF ETHICS/ PROFESSIONAL STANDARDS

CONNECT PRACTICE WITH THE RELEVANT CODE OF ETHICS/PROFESSIONAL STANDARDS

In relation to children I will:

Respect children as capable learners by including their perspectives in teaching, learning and assessment
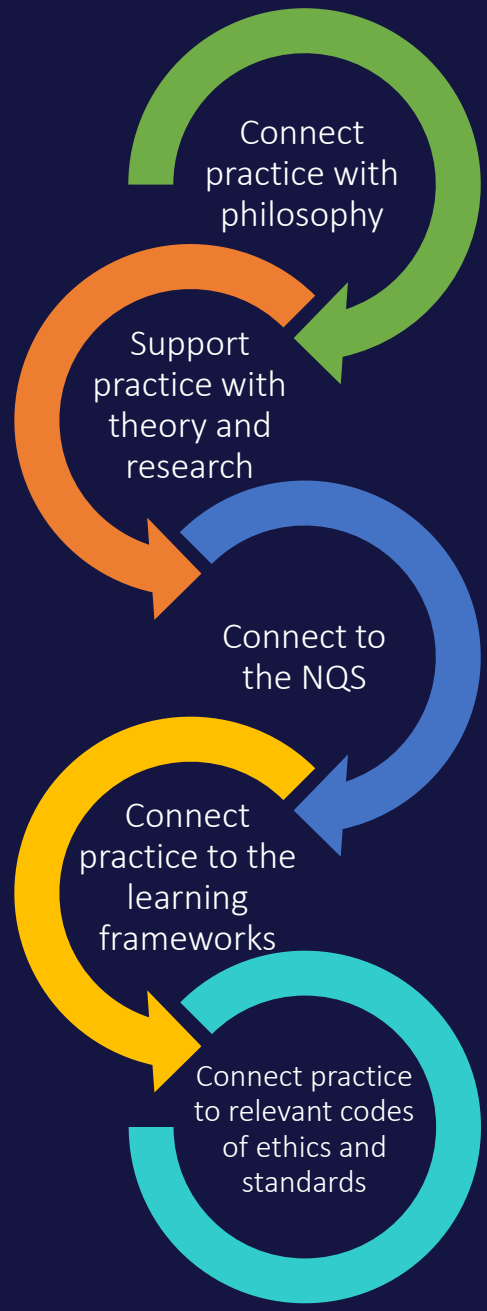
PREPARING FOR ASSESSMENT AND RATING

EXCEEDING THEMES

HOW DO WE ACHIEVE EXCEEDING?

There are three themes that need to be demonstrated in practice in order for a service to achieve a rating of exceeding for any standard

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families/ and or the community

RATED
EXCEEDING
NATIONAL QUALITY STANDARD

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GUIDE TO THE NQS
EXCEEDING THEMES

Exceeding Themes

- In determining if a service meets the benchmark for Exceeding National Quality Standard, authorised officers will consider whether the *three Exceeding themes are demonstrated*.

- *Exceeding National Quality Standard requires a service to go above and beyond what is expected at the Meeting National Quality Standard* level for that standard.

GUIDE TO THE NQS EXCEEDING THEMES

Exceeding Indicators in the Guide to the National Quality Framework

- There are indicators for exceeding in the Guide to the National Quality Standards

- *Part 3 National Quality Standard and assessment and rating*

ASSESSMENT AND RATING

Identifying Exceeding Indicators

NATIONAL QUALITY STANDARD 15 STANDARDS

QA1
- 3 Standards with the 3 exceeding themes

QA2
- 2 Standards with the 3 exceeding themes

QA3
- 2 Standards with the 3 exceeding themes

QA4
- 2 Standards with the 3 exceeding themes

QA5
- 2 Standards with the 3 exceeding indicators

QA6
- 2 Standards with the 3 exceeding indicators

QA7
- 2 Standards with the 3 exceeding indicators

WHY ARE THERE EXCEEDING THEMES?

Exceeding theme 1 – Why?

- Consistent, embedded practice = continuity, predictability and security for each child (Belonging)

- Educators who understand the why of their practice provide a platform for ongoing critical reflection = ongoing quality improvement

- Educational teams who share an aspirational purpose and are empowered to achieve that purpose = high quality ECEC

EXCEEDING THEME 1 PRACTICE IS EMBEDDED IN SERVICE OPERATIONS

Embed

- Demonstrate a deep understanding of the requirements of the standard and its component elements, and a commitment to high quality practice at all times

- Demonstrated consistently and frequently

- Interwoven in all aspects of the program

- *Practices align with the service's philosophy, principles and practices of EYLF and policies and procedures*

- *Able to link their practice with the NQS and explain how and why*

- (ref: guide to NQF p.331-332)

HOW IS EMBEDDED PRACTICE DEMONSTRATED?

CONSISTENT PREDICTABLE PRACTICE

Quality practice is consistent and frequent across the whole service at all times

All educators are consistent and understand expectations of high quality practice, consistently work at this level

DEEP UNDERSTANDING OF PEDAGOGY

Articulating why (pedagogical know how)

Educators are able to explain how their practice in relation to the standard connects to the service's philosophy

Educators are thoughtful and intentional in their practice for the standard and respond confidently to the daily flow of events

REFLECTED ACROSS SERVICE OPERATIONS AND SYSTEMS

Aligns with the service philosophy, practices of the learning frameworks, policies and procedures

Interwoven through all aspects of the program and is visible directly or indirectly in many forms
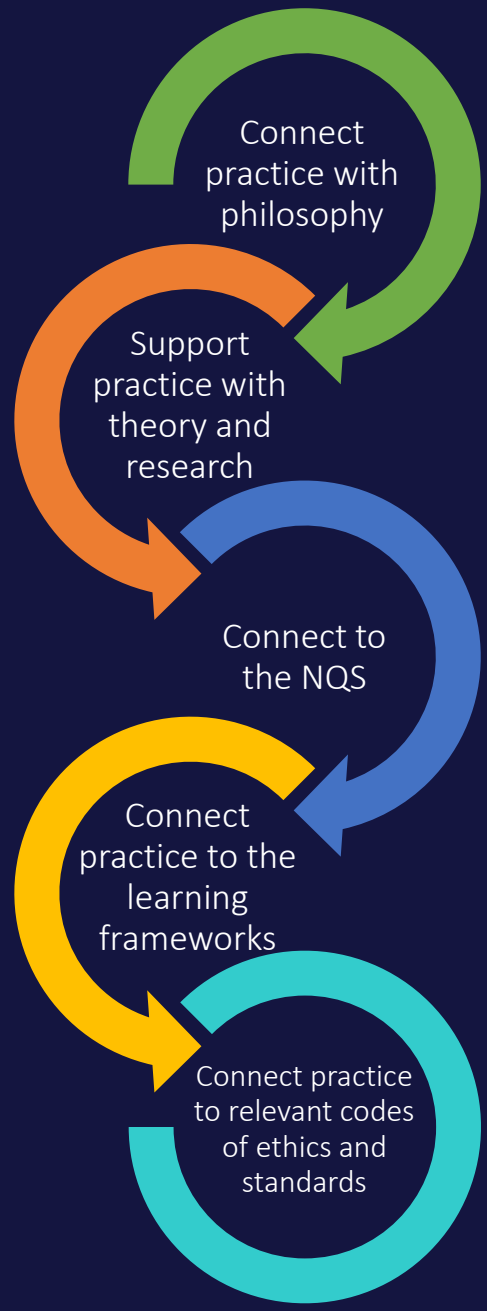
WHY ARE THERE EXCEEDING THEMES?

Exceeding theme 2 – Why?

- To address issues of fairness and equity

- To make well-informed decisions and plans

- To build capacity to articulate the reasons for decisions and practices

- To support thoughtful and intentional educational focus and a willingness to explore new ideas and approaches

- For ongoing professional learning

- So that continuous improvement becomes a key driver and focus

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THEME 2 PRACTICE IS INFORMED BY CRITICAL REFLECTION

What is critical reflection?

- 'Critical reflection involves closely examining all aspects of events and experiences from different perspectives'

(p.13 Learning Framework)

- Critical reflection; reflective practices that focus on implications for equity and social justice

(Learning Framework)

EDUCATORS WHO CRITICALLY REFLECT

seek different views and opinions

are comfortable raising concerns and challenging the way things are done

are mindful of their responsibility to make ethical and informed decisions

are open to exploring new possibilities

can identify personal, professional and organisational values

consider the social justice and equity implications of their practice.

draw on various sources of knowledge and research evidence

are aware of the influences on their practice including key theoretical perspectives

consider theoretical perspectives underpinning their actions and decision-making

consider rationale behind new ideas and practices

value, respect, trust and collegiality

PRACTICE IS INFORMED BY CRITICAL REFLECTION

Educators individually and as a team ask why and how questions of themselves and each other, such as:

- Why do we do that?

- Why do we do it in this way?

- How does this practice contribute to improved outcomes for all children and families?

- Does this practice advantage some children and families and disadvantage others?

- Does this practice include any stereotyping, bias or inequity?

HOW IS CRITICAL REFLECTION DEMONSTRATED?

- What evidence is there of critical reflection in the service?

- How frequently does this occur? Daily? Weekly? Monthly

- Who leads the critical reflection at the service?

- Can it be demonstrated on the day of assessment and rating?

- Is the process of critical reflection documented?

WHY ARE THERE EXCEEDING THEMES?

Exceeding theme 3 – Why?

Children learn and develop in the different contexts in which they live (sociocultural theory).

They are more likely to be confident and involved learners when they see connections and experience continuity of learning between their different contexts.

THEME 3 PRACTICE IS SHAPED BY MEANINGFUL ENGAGEMENT WITH FAMILIES &/OR THE COMMUNITY

"Practice is suited to and draws from the unique context of the service community."

(ref: guide to NQF p.335)

HOW TO DEMONSTRATE MEANINGFUL ENGAGEMENT

- Practice reflects and builds on the unique strengths and priorities of children and families at the service.

- The service actively builds and maintains relationships with families and/ or community partners

- Opportunities are regularly provided for family and/or community partners to meaningfully participate in service decisions and solve problems.

- Practice reflects the cultural and community context of the service.

- The opinions/perspectives of children are valued and taken into account.

COLLABORATIVE STRATEGIES CHILDREN

How are children's voices heard and evident in the self-assessment process? (QA 1)

"When and how do you *consistently seek out the voices, perspectives and views of children throughout the day, and draw on this input into ongoing assessment and planning*"

(Ref: Exceeding Theme 3 Standard 1.3 - page 136 Guide to the National Quality Framework)

REMEMBER you don't have to approach the embedded themes as theme 1,2 and 3. Your approach can be in any order

Theme 2
Theme 3
Theme 1

Theme 3
Theme 2
Theme 1

EXCEEDING THEMES SCENARIO

PREPARING FOR ASSESSMENT AND RATING

COMMUNICATING ASSESSMENT AND RATINGS TO FAMILIES

"..........there continues to be a need for further engagement and communications with families about the NQF, with particular reference to the language used to describe the NQF and NQS." ACECQA

"You can't have a partnership without the relationship, and you can't have a relationship without a conversation.

You've got to have the conversation. Everything starts here."

SA Aboriginal Education and Training Consultative Body, 2011

ASSESSMENT AND RATING HOW DO YOU ENGAGE FAMILIES?

Provide information on 7 Quality areas → **Invite an open conversation** → **Communicate your goals for assessment and rating**

Visually display your QIP goals and progress → **Provide an open door** → **Involve in self assessment process**
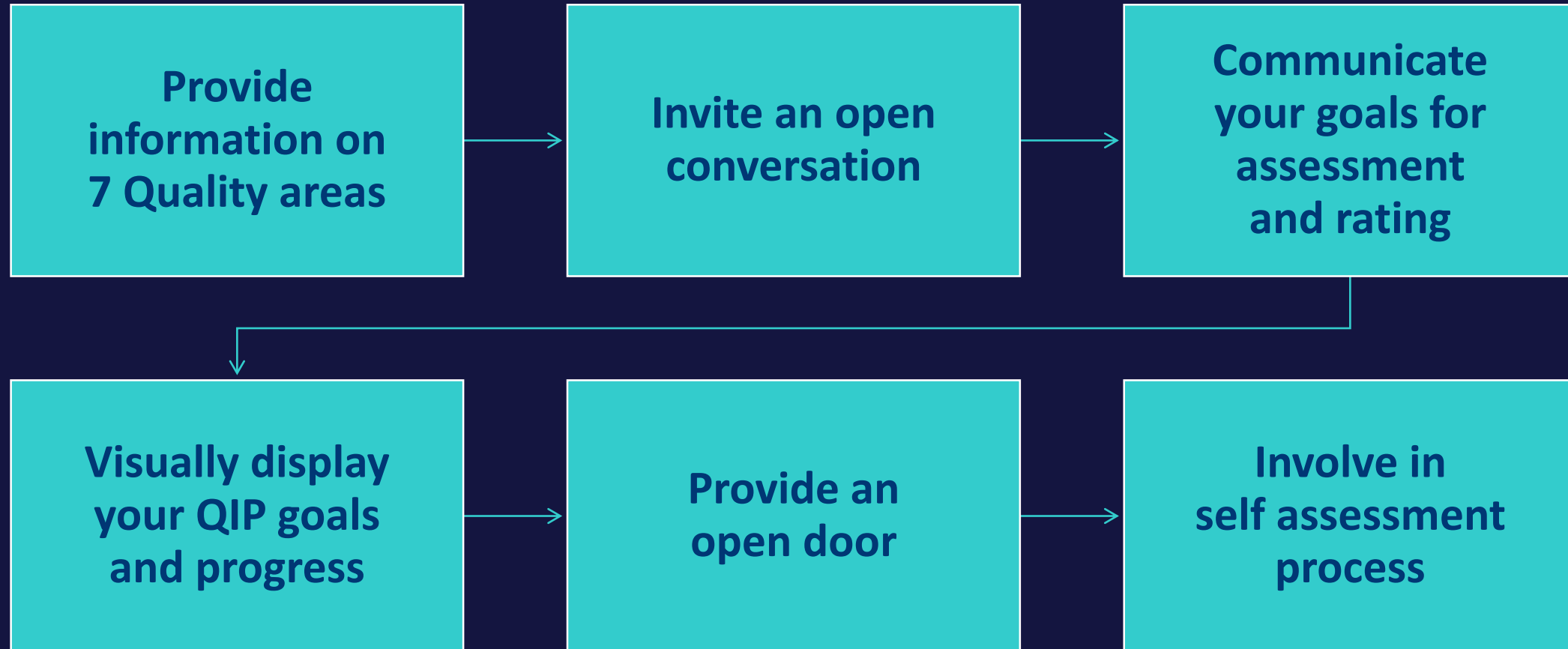
PREPARING FOR ASSESSMENT AND RATING

THE VISIT

ASSESSMENT AND RATING TIMELINE

Ongoing Self Assessment and Quality Improvement

- Notice of start of process

- Quality Improvement Plan

- Visits

- Feedback on draft report

- Final Report and notice of final ratings issued to provider

- Tier 1 and Tier 2 Review

- Application for reassessment

- Ratings Published

HOW WILL THE AUTHORISED OFFICER GATHER EVIDENCE OF PRACTICE?

There are three methods of gathering evidence :

OBSERVE: Observation of practice

DISCUSS: Discussion of practice and questions

SIGHT: Sight Documentation to support practice

HOW IS QUALITY DETERMINED BY THE AUTHORISED OFFICER?

- Assess each element as met or not met
- Rate each standard
- Rate each quality area
- Determine overall rating

WHAT DO RATINGS MEAN?
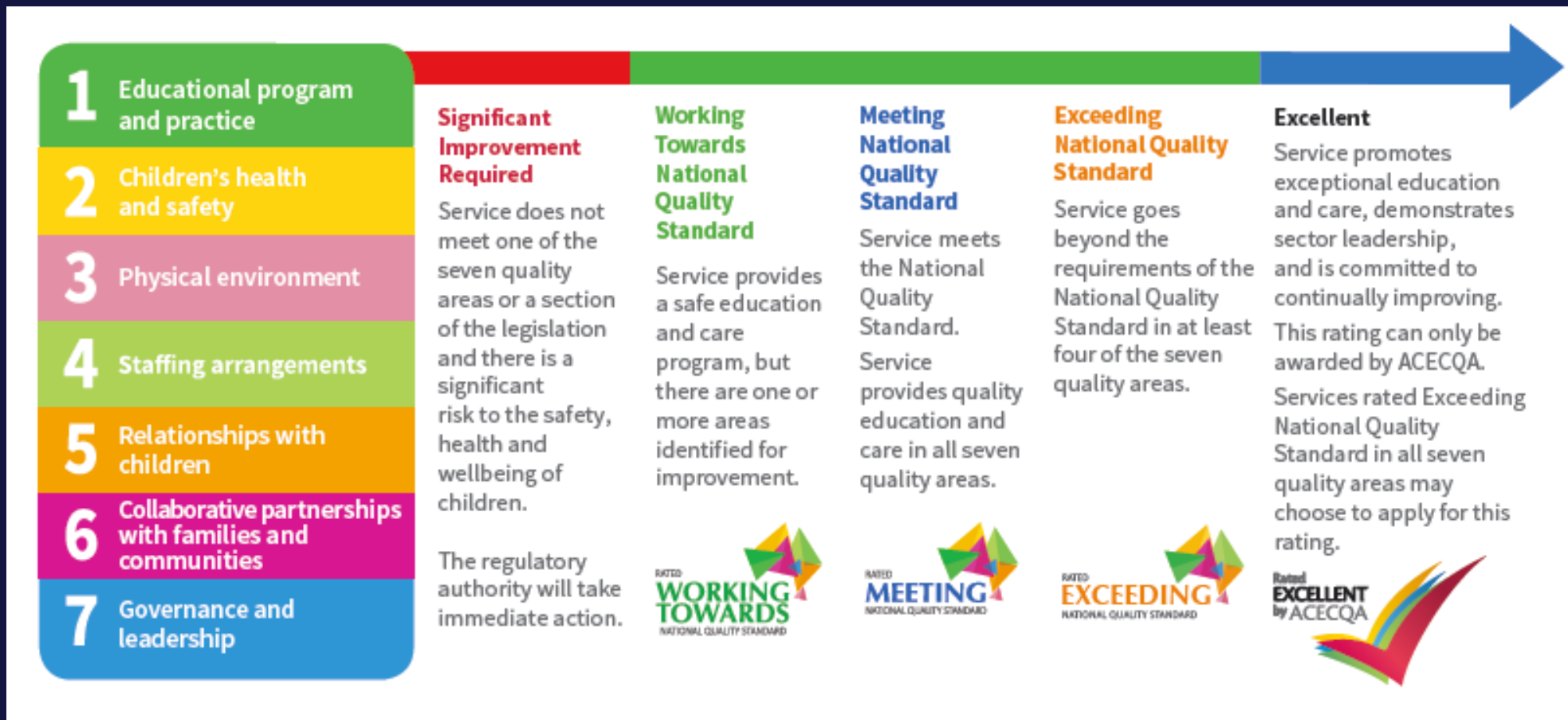
https://www.acecqa.gov.au/sites/default/files/201801/NationalQualityFrameworkPoster_0.pdf

FREQUENTLY ASKED QUESTIONS

PREPARING FOR ASSESSMENT AND RATING

RESOURCES

RESOURCES NO NEED TO REINVENT THE WHEEL

Resource Pack

- CELA Identifying Exceeding themes
- **ACECQA Self-assessment Tool**
- **AECQA QIP template**
- QUEST FOR QUALITY GAME
- ACECQA Kahoot!
- GUIDE TO THE NQF
- Educational Leader Resource
- ACECQA Factsheets

EVALUATION

THANK YOU