



ACKNOWLEDGEMENT
OF COUNTRY



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Department of Education's Sector Development Program

CELA IMAGES



RESOURCES

ASSESSMENT AND RATING

PREPARE, COLLABORATE, COMMUNICATE

Participant handouts & Resource list



The National Quality Framework

Education and Care Services National Law

Education and Care Services National Regulations

National Quality Standard

Approved Learning Frameworks

Assessment and rating process
by the regulatory authority

- 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



- Excellent (awarded by ACECQA)
- Exceeding National Quality Standard
- Meeting National Quality Standard
- Working Towards National Quality Standard
- Significant Improvement Required

THE NQF INCLUDES

The NQF includes:

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

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

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

- Evaluate their current practices through self-assessment against the National Quality Standard
- Identify key practices that meet the benchmark of quality under the NQS
- Identify evidence that supports key practices
- Identify the practices they can or should improve

Need pdf of self-assessment tool

Need page 24 of
handout

5

What the regulations say about self-assessment

Chapter 4, Part 3.1

Regulation 55

The approved provider of an education and care service must ensure that, within 3 months of the grant of the service approval, a quality improvement plan is prepared for the service that—

- (a) *includes an assessment by the provider of the quality of the practices of the service against the National Quality Standard and these Regulations;* and
- (b) identifies any areas that the provider considers may require improvement

SELF ASSESSMENT

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

Example of Self assessment
tool – change the heading to
evidence of compliance

SELF ASSESSMENT PROCESS



PREPARING FOR ASSESSMENT AND RATING

PHILOSOPHY

SERVICE PHILOSOPHY

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

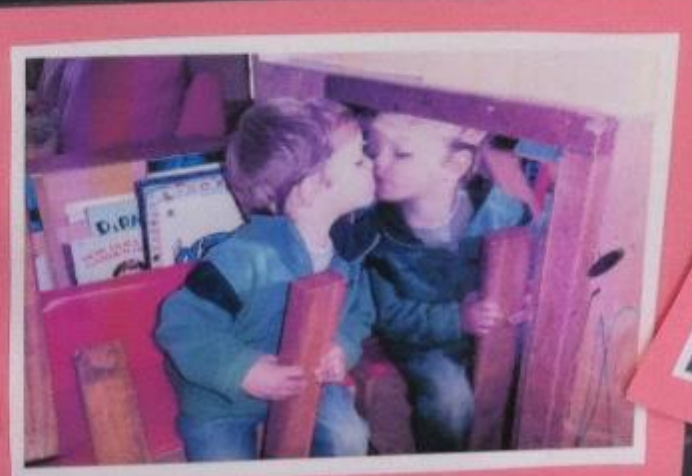
MAKING THE PHILOSOPHY VISIBLE



Special thanks to Condobolin ELC for the photos of practice



3. Children are encouraged to grow through a range of planned and spontaneous experiences designed to stimulate their inquisitive minds, individual interests, needs and strengths in order to encourage social, emotional, cognitive, language, physical and creative growth.



SELF ASSESSMENT PROCESS



SUMMARY OF THE QIP – THE STEPS



PREPARING FOR ASSESSMENT AND RATING

**ARTICULATING PRACTICE:
Know what you do and why you do it!**

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/*UN Convention on the Rights of the Child*

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

1

Connect practice to philosophy

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Support practice with research

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STEP 1 CONNECT PRACTICE TO PHILOSOPHY

CONNECT PRACTICE TO PHILOSOPHY

It is our belief that children are unique and have rights.

This includes the right to have a voice , the freedom to express themselves and learn through play in inclusive and sustainable environment.

STEP 2 SUPPORT PRACTICE WITH RESEARCH

SUPPORT PRACTICE WITH RESEARCH

'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 3 PHYSICAL ENVIRONMENT

3.2 .1 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.

Authorised officers may observe:

challenging elements of outdoor and indoor environments that allow for experiences that scaffold children's learning and development and offer opportunities for appropriate risk taking and risky play.

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

Need graphic on how exceeding is determined

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**



EXCEEDING THEME 1: Practice is *embedded* in service operations



EXCEEDING THEME 2: Practice is *informed* by critical reflection

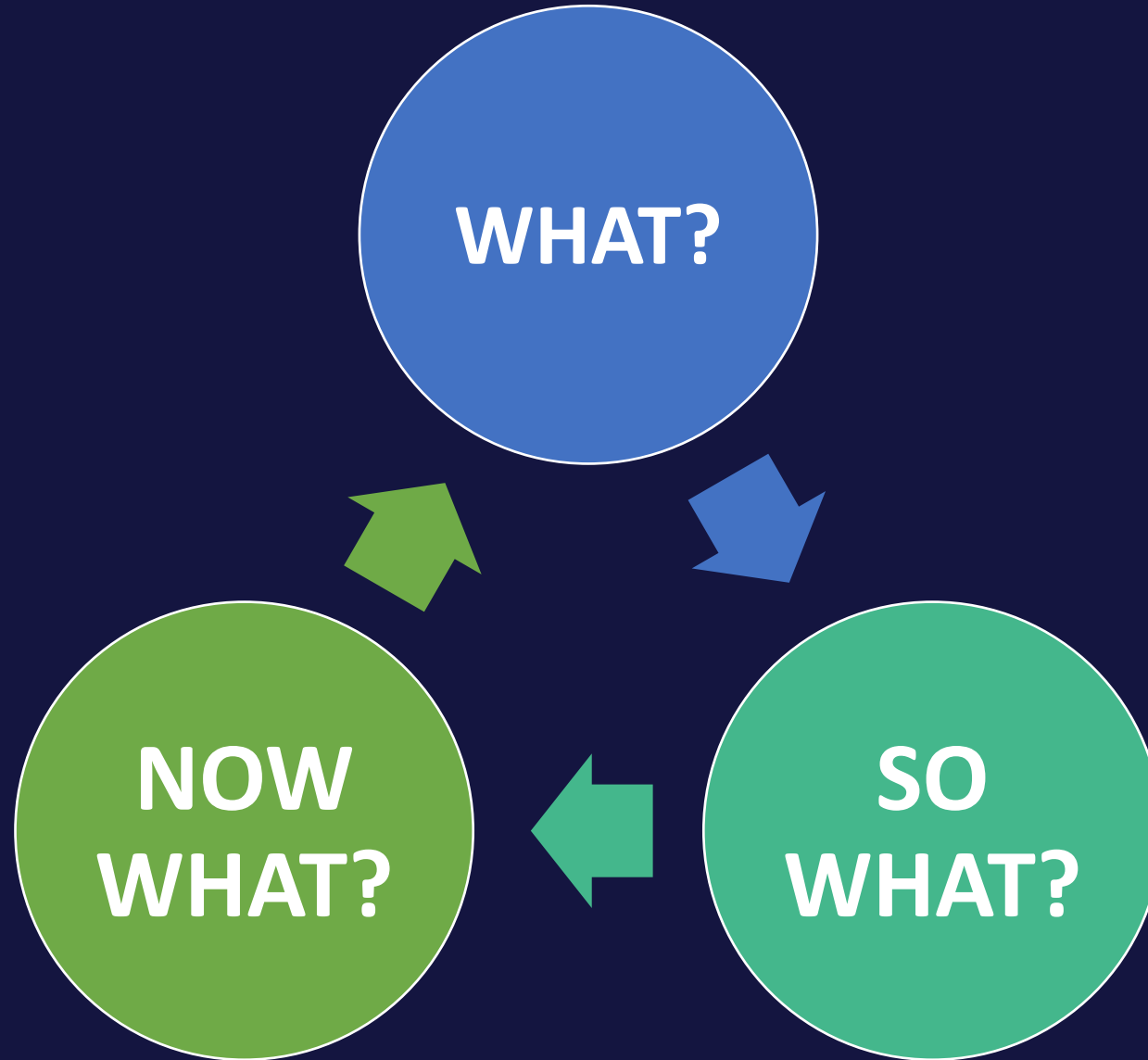
EDUCATORS WHO CRITICALLY REFLECT

Open to different views and opinions and open to new possibilities

Consider the social justice and equity implications of your practice

Aware that your decisions are informed by research

Ensure your personal values don't overshadow the rights of the child



Rolfe et al

HOW IS CRITICAL REFLECTION DEMONSTRATED?

- Is there evidence of critical reflection in the service?
- How frequently does this occur? Daily? Weekly? Monthly
- Could you demonstrate critical reflection on the day of assessment and rating?
- Do you document critical reflection?

EXCEEDING THEME 3:

Practice is *shaped* by meaningful engagement with families/ and or the community



PREPARING FOR ASSESSMENT AND RATING

**COMMUNICATING WHAT 'QUALITY' IS TO
FAMILIES**

**Need colour picture or
picture of group of children**

WHAT DOES EXCEEDING MEAN



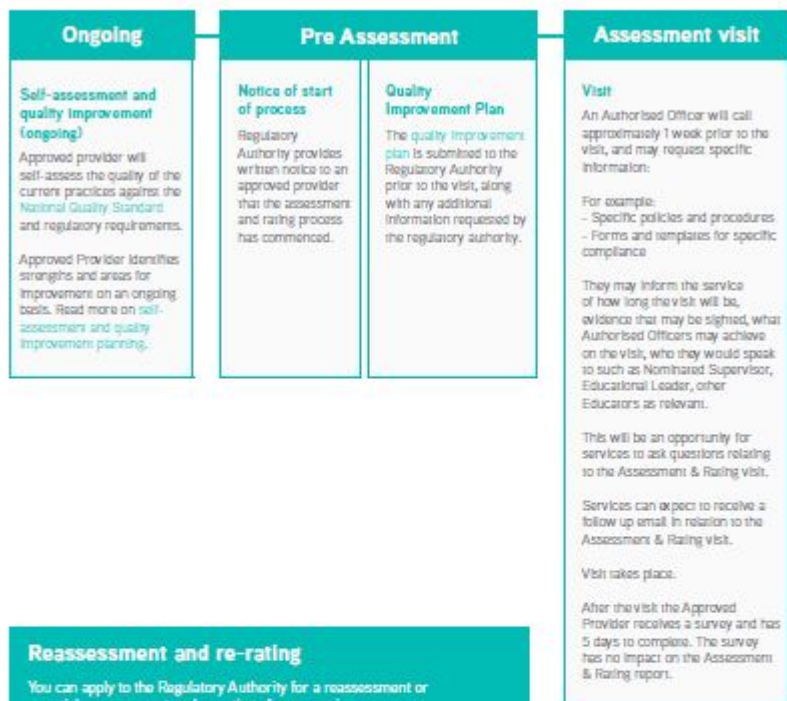
https://www.acecqa.gov.au/sites/default/files/201801/NationalQualityFrameworkPoster_0.pdf

PREPARING FOR ASSESSMENT AND RATING

THE VISIT

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.

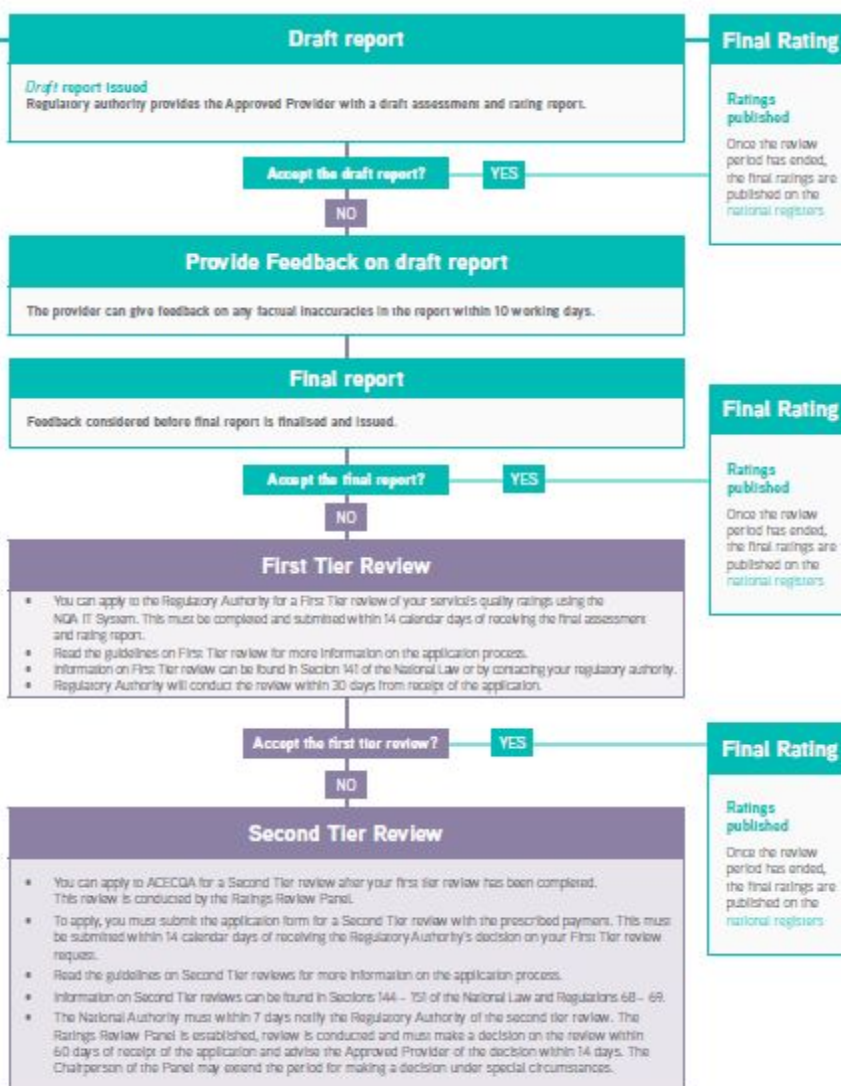
A fee applies, and an application for reassessment or partial reassessment can only be made once every 2 years.

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 eeccof@det.nsw.edu.au

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



Preassessment

The visit

THE DRAFT REPORT

**DRAFT REPORT AND FEEDBACK ON THE DRAFT
REPORT**

1ST TIER REVIEW

2ND TIER REVIEW

RE-ASSESSMENT OR PARTIAL REASSESSMENT