



## Assess your practice first.

Read the below description and evaluate it in relation to your practices.

**Exceeding – Critical reflections.** We regularly reflect on our performance against the NQS, QIP priorities, and teaching/learning goals to drive improvement and high-quality outcomes. For example, weekly professional development sessions provide opportunities for reflection. Our staff meetings include the QIP as a standing agenda item. Additionally, our educational leader collaborates with each educator to align individual goals with broader service objectives, ensuring consistent progress and improvement.

If you are doing similar practices to the example, use the below question to help you write your '**exceeding practice for critical reflection**' description so you can add it to your QIP or SAT (NSW only).

For **Exceeding** the QIP and Self-Assessment Tool (SAT)

**Critical Reflection** - Please discuss how you and your team regularly reflect on performance against the NQS, issues identified in the Quality Improvement Plan, and teaching/learning goals to ensure the service is achieving high quality outcomes and continually improving.

**If you and your educators need to learn how to achieve exceeding – critical reflection, proceed here and do below.**

The following section outlines the steps to ensure you are exceeding in Critical Reflection. If you have already successfully completed the previous section demonstrating how you are exceeding in Critical Reflection, you do not need to complete this section.

**Look at the words in detail to identify what is exceeding.**

Please discuss how you and your team regularly reflect on performance against the NQS, issues identified in the Quality Improvement Plan, and teaching/learning goals to ensure the service is achieving high quality outcomes and continually improving.

Let's break down the above statement into two parts and provide simple descriptions to help you:

**Part 1: Reflecting on Performance against NQS, Quality Improvement Plan, and Teaching/Learning Goals:** This part involves regularly looking at how well the service is doing in terms of meeting the National Quality Standard (NQS), which sets the benchmarks for quality in early childhood education. It also includes reviewing the Quality Improvement Plan (QIP), which outlines areas needing improvement, and assessing progress toward teaching and learning goals. It's about assessing where the service stands in terms of quality and what needs attention.

**Part 2. Ensuring the Service Achieves High-Quality Outcomes and Continually Improves:** This part is about taking action based on the reflections mentioned above. It involves making sure that the service not only meets but exceeds quality standards to achieve high-quality outcomes for children. It's also about the commitment to ongoing improvement by identifying areas that need attention and implementing strategies to make positive changes continually.

Now that we have examined the words in detail, we can start exploring what these concepts could look like for you. It is important to ensure that we make it very clear

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how these concepts have **created change** in your service.

Please discuss how you and your team regularly reflect on performance against the NQS, issues identified in the Quality Improvement Plan, and teaching/learning goals to ensure the service is achieving high quality outcomes and continually improving.

**Monthly Review Meetings:** Schedule monthly team meetings dedicated to reviewing the service's performance against NQS, QIP issues, and teaching/learning goals. Discuss progress, challenges, and potential improvements during these sessions.

**Self-Assessment Checklists:** Develop self-assessment checklists aligned with NQS indicators and teaching/learning goals. Educators can regularly assess their practices and classroom environments using these tools to identify areas for improvement.

**Quality Improvement Plan Updates:** Dedicate specific team meetings to review and update the Quality Improvement Plan. Assign responsible team members to address identified issues and track progress. Regularly revisit the plan to ensure it remains current and effective.

**Peer Observations and Feedback:** Encourage peer observations within the team. Educators can observe each other's teaching sessions and provide feedback related to NQS compliance and goal achievement. This collaborative approach promotes constructive reflection.

**Parent and Family Input:** Collect feedback from parents and families regarding their perceptions of service quality and their children's learning experiences. Regular surveys and meetings can provide valuable insights for reflection and improvement.

**Professional Development Workshops:** Organise workshops and training sessions that focus on NQS standards and best practices. Educators can participate in these sessions to enhance their understanding and implementation of high-quality practices.

**Continuous Documentation and Assessment:** Maintain a system for continuous documentation and assessment of children's progress toward learning goals. Regularly review these records as a team to

identify trends, areas for improvement, and opportunities for tailored support.

**Your example. Select a point from above and break it down into the subsections.**

Please explain how you are reflecting on performance against NQS quality improvement plan, and teaching/learning goals. *(Remember reading these descriptions becomes a part of the reflection).*

... ensuring the service achieves high-quality outcomes and continually improves *(Describe the changes you made after the reflection).*

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