

# Service Self-Assessment Form

Rose Cottage Childcare, SE-00008877

25/05/2022

## Service philosophy

### OUR CHILDREN:

Our children deserve the right to feel valued, heard and their choices and decisions respected when it comes to their learning and development. Each child deserves the right to experience learning that is engaging; while at the same time being able to construct their own sense of identity and who they are through these valuable snaps of time on their learning journeys. As educators we provide opportunities for children to build strong relationships and connections with one another and their primary caregivers. We understand the importance of childhood and how we can encourage children to embrace this in the process of them being able to make meaning of the world around them. Play will always be the context for learning at Rose Cottage where the children can be active participants and decision makers of their own learning experiences which helps them grow to be confident, capable and involved learners.

### OUR FAMILIES:

We value first and foremost that our families are children's first and most influential teachers. Alongside this value are our relationships and partnerships and how we build those with our families. Trust and communication are the two main aspects, while displaying respect for each families beliefs and values and how we ensure that these are embedded while here at Rose Cottage. We will always strive to collaborate with our families about our curriculum decisions to ensure they uphold all children's rights to have their cultures, identities, abilities and strengths acknowledged and visible. Through this approach we plan and evaluate learning goals for each child in collaboration with their families along the child's learning journey.

### OUR COMMUNITY:

We immerse the children in our local surroundings to enhance their life learning experiences and enable them to remain connected while being at Rose Cottage. Our connection to the land is most important to us within the local community of Leichhardt. We acknowledge and respect the history and cultures of the Traditional Custodians of the land we learn on today; the Wangal and Gadigal peoples of the Eora Nation. This part of our community is embedded within our curriculum and shared with the children and families. Our families connection to community is extended upon while the children are at the service which further extends on their sense of belonging.

### OUR ENVIRONMENT:

We believe in educating our children about respect for our environment and the natural world around us and teach them ways we can value and care for our world and its future. Our aim is to ensure we focus on embedding many ways of sustainable living through our routines, the educational program, our physical environments and resources to promote children's understanding on how they can become responsible themselves to care for our environment and our world.

### OUR EDUCATORS:

Our educators at Rose Cottage bring their own personal philosophies and values with them to ensure they work as a team to provide high quality care and education for our children. Our values are lived each and every day and are core to our teaching practices and the reason why we are here teaching children. Our priority is to be advocates for the children and the service. Holistic approaches to learning are a focus to include basic developmental areas alongside mind, body and spirit and we lend the strengths and abilities of our educators to embed this as daily practice. We draw on a range of pedagogical practices and theories to establish a cycle of planning, documentation and critical reflection to ensure wise practices are evident and embedded; while always questioning and revisiting practices to further improve learning outcomes for the children. Professional development is a large part of the critical reflection and growth for our educators to further extend their knowledge and skills on an ongoing basis.

### OUR PROFESSION:

We believe in the importance of our roles as Early Childhood professionals and the influence we have on the children and families that we connect with. Our educators share a difference of values, attitudes and beliefs which provides the opportunity for challenging one another's thoughts and ideas. Together we will advocate to be seen, heard and known as professionals and teachers who provide wonder, curiosity, imagination and learning for the hundreds of children that come through our doors at Rose Cottage.

## Quality Area 1 - Educational program and practice

## Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
S168	STD1.1	Is either the Early Years Learning Framework (EYLF) or My Time, Our Place: Framework for School Age Care used to guide the development of the program?	Compliant
R.73	STD1.1	Have you developed a program that contributes to each child's learning and development outcomes outlined by the learning framework?	Compliant
R.76	STD1.3	If requested, do you provide families with: <ul style="list-style-type: none"> <li>• information about the content of the program and service routines and how they operate in relation to their children, including children's participation?</li> <li>• a copy of their children's assessment/evaluation documentation?</li> </ul>	Compliant
R.75	STD1.3	Is the information about the program displayed in a place at the service that is accessible to parents? Is a copy of the program available for inspection on request: <ul style="list-style-type: none"> <li>• at the service for long day care, preschool or outside school hours care, OR</li> <li>• at each educator's residence or venue for family day care?</li> </ul>	Compliant
R.74	STD1.3	If you have children who are preschool age or younger, do you document: <ul style="list-style-type: none"> <li>• an assessment of each child's development, interests and participation in the program?</li> <li>• an assessment of each child's progress towards the program outcomes?</li> </ul> If you have school age children, do you document: <ul style="list-style-type: none"> <li>• how and why the education program has been developed to support all children to participate in the program.</li> </ul>	Compliant

## Comments

STANDARD 1.1 - The educational program enhances each child's learning and development.

Concept	Element	Evidence and Key practices	Assessment
Approved learning framework	1.1.1 - 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.	Reflection on current documentation practices with educators as a journey with Phil & Practice Plus. Daily journals being removed consulting with families on this decision and making this change to further enhance the curriculum decisions for each child's learning and development. Educational summaries written for children three times per year with an in depth focus on analysis of learning and further plans for goals and learning. The focus is to use our time wisely with quality over quantity.	Met
		Opportunities for educators and family members to meet together at least once per year with a set date and time to discuss in depth the children's learning and development progress. Families are able to ask specific questions relating to children's learning, early childhood teaching or other relevant areas. Families ideas and feedback are then discussed as areas for improvement and included within the program. For example: suggesting language embedded by educators as part of the curriculum.	
		Children's learning goals developed in conjunction with families; Phil delivering Practice Plus: reflections as a team and sharing with families about changes relating to the curriculum decision making and planning. For example, a focus on these learning goals to inform the educational program, planning and extension on learning. The learning goals are a key focus when noticing children's learning and play and how the educators scaffold this and plan to reach the specific goal.	
		Each child has their own individual electronic learning journal on Seesaw along with a hard copy learning journal and educators will ensure various forms of documentation are uploaded/placed onto here such as photographs, small videos, art created by the children, children's and educator's voices. The families are able to immediately send comments back which gives a real connection to feedback relating to the educational program and their child's learning.	

Concept	Element	Evidence and Key practices	Assessment
Child-Centred	1.1.2 - Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	<p>Strategic Inclusion Plan being used as a part of the program for inclusive practices in conjunction with Inclusion Support professionals. Established relationships with families, allied health professionals and IS facilitator on a regular basis in turn reflects strong emphasis on each child's abilities, culture and strengths within the curriculum with strategies being implemented alongside health professionals and families goals for the child.</p> <p>Children being involved in news time as a part of the curriculum was reflected upon as a team. This was then discussed as a part of Practice Plus, and surveys sent to families for feedback and from children was considered. A way of ensuring we are thinking of each child's ideas, cultures and interests is to send a journal home with a different child/family each week with a soft toy 'Freddy' or 'Thelma' to then share with everyone as a way of extending learning as a part of the program.</p> <p>Children's gatherings and meetings to ensure their voices, ideas and decisions are being embedded within the program and curriculum. Educators will scaffold on these meetings and further plan for experiences within the program that in turn provide opportunities for the children to have a sense of identity and belonging within the service.</p> <p>Program is constructed around each child's learning journey and families decisions/ideas. Observations, educational summaries, informal conversations, family/child surveys are all additional parts on top of the basic planning cycle to ensure the program is based upon this for each child. Infants with family input regarding sign language and schema, toddler room with families strengths in regards to children's learning/development at home and preschool room surveys to extend on child's strengths.</p>	Met

Concept	Element	Evidence and Key practices	Assessment
<p>Program learning opportunities</p>	<p>1.1.3 - All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.</p>	<p>Visual aids, cues and sign language used within the learning environments for all children to embrace inclusiveness and use this in routines to maximise each child's learning experience. Families utilise these at home and share them with the educators who then embed this as an <u>every day practice with the children.</u></p> <p>Progressive mealtimes have been introduced across each room after researching the benefits of this. This was discussed with families and as we introduced the change in mealtimes we sent families detailed information with research behind practice and how this was offering not only a rich learning experience but also an opportunity to build on certain life skills and enjoy these times with educators. Their survey responses helped us determine times for lunch and whether <u>this would be changed.</u></p> <p>Acknowledgment of Country is an embedded part of routines and practice each day with the children. Educators have introduced this practice in conjunction with development of our Reconciliation Action Plan and journey of respect and acknowledgment of the Aboriginal histories and cultures of the Eora nation where Rose Cottage stands on Wangal/Gadigal land.</p> <p>Large times of uninterrupted play are a focus for the children across the day. There is a true balance of child/ teacher led experience and interactions, but as play is the main priority for children as a part of our service philosophy we choose to allow children the time to immerse in their play. From here, educators notice many conversations and can engage in this with the children to offer open-ended questions and scaffold learning in the moment to then further extend <u>on later in the program.</u></p> <p>Routines are used by each educator to enhance children's learning. Recent reflection on practice during a team meeting around group times encouraged in depth discussions relating to the importance of these; why/why they are not necessary. Surveys were sent to families to also make informed decisions to change current practice. Phil from Semann &amp; Slattery will deliver research based professional development for families and educators together to support the change in routine and practice.</p>	<p>Met</p>



STANDARD 1.2 - Educators facilitate and extend each child's learning and development.

Concept	Element	Evidence and Key practices	Assessment
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Concept	Element	Evidence and Key practices	Assessment
Intentional teaching	1.2.1 - Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	<p>Dedicated time to share in professional dialogue between each other to drive critical reflection and practice changes for further improvements. Educational Leader plans time for educators across different times of the day not working directly with the children to engage in such reflections, planning and evaluating to further improve on teaching practices and ways to scaffold children's ideas, thoughts and learning. The planning cycle is followed within these regular meetings and discussions.</p>	Met
		<p>Professional development being organised that relates to children's learning and development. Quick courses that educators have interest in our sought further knowledge on such as documentation, learning environments of educators teaching practices. We often engage in these through Semann &amp; Slattery or simply connect with other services in the local community and visit one another to discuss current practices, physical learning environments or educational programs &amp; curriculum.</p>	
		<p>Action research plans as a form of critical reflection on current practice and ways to further enhance practice and inform decisions. Phil as a part of Practice Plus introduced these to the team when delving into critical reflections &amp; what they are. Action research plans drive research for areas educators wish to know more about or want to align with a certain practice change that is being discussed. This in turn allows educators to see decisions become actions and creates goals for themselves.</p>	
		<p>Each team meeting we discuss a certain aspect of the educational program and practice and reflect on what we have been embedding and any ways this may be enhanced. A various range of ways to do this are focused on such as professional development in place of regular team meetings, online groups and forums to join to research and reflect on current practice for educators. This form of critical reflection creates discussion on how to further improve practices and decision making.</p>	
		<p>Early childhood theories are researched and inform educators practice. Ongoing discussions and reflections individually and as a team are in relation to specific teaching</p>	

Concept	Element	Evidence and Key practices	Assessment
Responsive teaching and scaffolding	1.2.2 - Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.	<p>theories relating to children's learning and development. Educational leader overseeing documentation and how theories are reflected upon in the writing and analysis of each child's learning and the intentional teaching practices of educators. Theories are shared and discussed with families relating to children's learning.</p>	
		<p>Children's voices and cues are included in documentation and displays of documentation so that educators can further extend on these as a part of the program. Documentation is displayed in the learning environments for families so that the learning occurring is visible and for children to revisit and engage in open-ended conversations with educators. Educators can evaluate this as part of practice and further planning.</p>	
		<p>Key learning spaces within the environments both indoor and outdoor in response to each child's learning that has been observed by educators. These learning spaces are carefully considered and are related to each child's play and ideas. Families and children are asked about learning spaces and what resources they feel can be used for play and learning. When a child has a specific learning goal in place, the educators will ensure they include resources to support play/ideas from the child.</p>	Met
		<p>Our families provide us with suggestions and feedback about children's ideas and play in the home setting. Regular involvement of learning that is embedded in the home environments being shared with educators so this can be added to the setting as an extension of their ideas and interactions. One parent regularly sends us written pieces of documentation and photographs to be included in their child's learning journal so educators can further scaffold and embed this in planned play experiences.</p>	
<p>Noticing of children's play, interactions and conversations gives educators the ability to respond and further plan after seeing these moments unfold. Projects unfold on a larger scale from these noticing's or repetitive plans to engage children in their learning and re-visit questions and conversations between peers and educators.</p>			

Concept	Element	Evidence and Key practices	Assessment
<p>Child directed learning</p>	<p>1.2.3 - Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.</p>	<p>Regular discussions and reflections on current practice, routines and curriculum with all educators and families. Recently we discussed how many photos are being taken of the children and how often families are asking for these. A small video was shared between educators on our whats app group and then shared with families via our online app. This developed further understanding and discussions about children's rights and agency when it comes to making all <u>decisions for what happens in a day.</u></p>	<p>Met</p>
		<p>Children are encouraged and supported to complete daily tasks themselves and make decisions about the curriculum, resources and program. Children becoming increasingly responsible for their own wellbeing is embraced so that children can apply sunscreen themselves, serve themselves during mealtimes, dress themselves and use the <u>bathroom independently.</u></p>	
		<p>Key events happening in the world around us are deliberately discussed with the children to use their voices and understanding to further learning outcomes. For example, recent worldwide events such as bushfires, COVID-19 and even the elections and what this means to the children and how they wish to have their decisions, thoughts and feelings described to <u>influence their worlds.</u></p>	
		<p>Our environments are created in a way that reflects our service philosophy of children being confident learners. Children are able to choose how and where they learn, and the educational program is developed to ensure there is a mixture of child-led and teacher-led experiences. End of year family surveys allows educators to reflect on current opportunities for each child's agency and how this can be further enhanced within the <u>environments and program.</u></p>	
		<p>Children's sleep and rest time looks different in each environment but will be adapted to suit each child's individual needs. Infants - cot room or beds out in the main environment to support change in sleep routines. Toddlers - children who do not sleep offered the opportunity to rest on their bed, read a book or join the other room to play if not sleeping. Preschool - sleep at this age is offered as a choice and meditation/mindfulness used to relax. Research on sleep used to support choices.</p>	



STANDARD 1.3 - Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

Concept	Element	Evidence and Key practices	Assessment
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Concept	Element	Evidence and Key practices	Assessment
<p>Assessment and planning cycle</p>	<p>1.3.1 - 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.</p>	<p>Regular professional development so that educators can assess current practice against the planning cycle. Phil has delivered Practice Plus to us as a team since 2017 and is still ongoing as regular professional development. A huge critical reflection was the planning cycle and documentation. Information about changes shared with families through online app and any suggestions or feedback also considered and included with any changes.</p>	<p>Met</p>
		<p>Past developmental summaries were reflected on as a way of assessing each child's learning journey. As a part of Practice Plus, we began to write educational summaries and ensure that the planning cycle and analysis of learning were being embedded within the written summary. Educational summaries are written 3 times within a year so that a deep analysis of learning against goals are documented. These were introduced to families for feedback &amp; suggestions with the change made to documentation.</p>	
		<p>Principles and practices within the Early Years Learning Framework were carefully considered as a reflection and how this was being used alongside the outcomes to analyse children's learning and inform documentation and reflection. Regular discussions with the educational leader as a part of educators professional development was focused on for a long period of time and reflected on as a team against written documentation.</p>	
		<p>Children's learning and play is noticed and observed and from here learning goals are created to drive curriculum planning and the educational program. Learning is analysed over a period of at least three months to ensure the planning cycle is consistently ongoing and embedded within the curriculum and documentation.</p>	
		<p>Each educator takes planned time to analyse and document children's learning and what they have noticed during play and interactions. There is no set number of observations or documentation but rather a qualitative approach to this planning cycle. This documentation is used to further scaffold and plan for each child's learning journey and is documented on the educational program and their own individual learning journals.</p>	

Concept	Element	Evidence and Key practices	Assessment
Critical reflection	1.3.2 - Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	<p>One on one meetings with educational leader to discuss current practices and areas for improvement or critical reflection that support changes or improvements. Educators use their own critical reflection journals to ensure everything is written down so that we can circle back for anything that is reflected upon, any plans put in place for change and to reflect on these once again. For example, discussions occurred at the beginning of 2022 regarding small groups of children learning together.</p> <p>Weekly memos and points for reflection are written and sent to all educators. This is printed and placed on the clipboard in the office where educators read such points, date and sign and these are then discussed further one on one, as room meetings or together in leader/team meetings.</p> <p>Regular weekly/fortnightly room meetings between all educators in their learning environments using critical reflection journals gives educators the opportunity to further plan for each child's learning opportunities and the educational program. Any discussions relating to practice change is shared with families on Seesaw for their decisions/feedback to be included in the reflections.</p> <p>Practice Plus as a large driving factor of critical reflections on children's learning. One point was about smaller groups of children rather than whole groups and how this benefits children's learning. Phil discussed thoroughly research about small groups and the importance of this for not only individual children but also educators planning and analysis of the learning occurring. This will be shared with families via information evenings/our online app to encourage their decisions to be voiced</p> <p>Program and planning time off the floor for educators to reflect on and document each child's learning and progress. This dedicated time is regular weekly occurrence for all educators; not only those who are in leader roles. This allows quality time to plan, reflect and evaluate on the programs and learning/development of the children. Each educator documents for specific individual children but also further plans for small groups of children as part of the curriculum.</p>	Met

Concept	Element	Evidence and Key practices	Assessment
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Concept	Element	Evidence and Key practices	Assessment
<p>Information for families</p>	<p>1.3.3 - Information for families Families are informed about the program and their child's progress.</p>	<p>Family information evenings as a regular yearly event to invite families to discuss, review and engage in shared decision making about their children and their learning while at Rose Cottage. We also review the times during the year these are offered, and it can differ and range between 1-3 times depending on families choices and preferences on how the information is delivered. PowerPoint documentation is sent to all families for those who could not attend so it is distributed for all.</p>	<p>Met</p>
		<p>Discussions about learning being visible in each learning environment as a team lead to asking families these questions. Ways in which families wish to see the learning and educational programs was implemented in various ways such as documentation with displays, extra posts on Seesaw about the program and also displays at the children's level for them to further engage with their own learning and progress.</p>	
		<p>Family and educator meetings each year are planned so that families can have a further in depth conversation with educators about their child's learning. They plan learning goals together for this to be embedded within the educational program and curriculum. Offers for zoom and phone calls have been made over the time since COVID o that we are flexible and still have the opportunity to collaborate with families relating to their child's learning and the program.</p>	
		<p>Seesaw being used as a platform more regularly for children's documentation to be shared - survey after COVID and families not coming into the service as regularly anymore within the past two years. PDF documentation of this each month along with educational summaries being posted to children's online learning journals. Realtime feedback is being offered from families as they can comment directly on documentation that is uploaded for them to read. Positive comments have been made regarding this.</p>	
		<p>At a family information evening, the idea of an online platform was discussed. We researched and then Seesaw was introduced as an additional documentation platform along with keeping the current process of educational programs displayed at the service in each learning environment and the children's hard</p>	

Concept	Element	Evidence and Key practices	Assessment
		copy learning journals also. Families gave input as we reviewed the use of the new platform and gave their ideas as to how it can be best utilised, ways to improve & create set standards for use.	

### Continuous Improvement Opportunities

1.1.3 Routines and transitions being embedded in a way that is consistently promoting and maximising each child's learning journey. Consider current practices and deeply reflect on what is working and why, what we would like to change and how this can be put into action. Action research plans as a tool to ensure we drive for improvement against this standard and element. Each environment will together as a team of educators critically reflect on current practice and research practice to lead them to make an informed decision on a practice change. Regular monthly team meetings to discuss, reflect and consider practice changes - consulting with families during the process and including this in reflections and decisions. 1.1.2/1.1.3 Open-ended questions and ensuring children's agency is promoted by making decisions regarding the program. For the children to be able to actively involve themselves with the program and learning that occurs each day. Introduction of the floor book approach beginning in the preschool room. Read and research with literature we have in the service library between educators and sharing this with families for feedback. Use of action research plan to inform decisions and change of practice. Discuss with children to ask them what they think this would look like. Discuss as a team after two weeks and begin to introduce to the children and families. Continue to reflect and evaluate ongoing with children and families. 1.2.2 Educators researching open-ended learning and ways in which this could better respond to children's play and ideas. Short term goal to find out more information on this and discuss ways in which practices could be adapted or changed during routines and parts of the day to support children's play and learning. 1.2.3 Discussions have begun around indoor/outdoor play simultaneously after a visit to a local service that we connect with. We are planning to research and find out more information around this, how it contributes to children's agency and choices and come together to create some actions and plans and reflect on if this practice change will work for our children and service. Families will be consulted along the way to ask for their decisions when it comes to this.

### Quality Area 2 - Children's health and safety

#### Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.89	STD2.1	Do you have sufficient first aid kits? Have you checked that they are fully stocked and removed all out-of-date items?	Compliant
R.80	STD2.1	Do you display a menu if you provide food at your service?	Compliant
R.77	STD2.1	Is food stored, handled and served safely?	Compliant
R.92-96 R.161	STD2.1	Have you ensured that all educators, families and, where applicable, children are aware of the procedure for administering medication and always follow it?	Compliant
R.81/R168(2)(a)(v)	STD2.1	Have you ensured that you meet each child's need for sleep and/or rest?	Compliant
R.78-79	STD2.1	Do you ensure that food and drinks served to children are consistent with your nutrition policy and that children can access water at any time?	Compliant
R.88	STD2.1	Have you ensured that all educators and families follow the service's policies and procedures around preventing and dealing with the outbreak of infectious diseases?	Compliant

## Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.85-87	STD2.1	Have you ensured that all educators follow service procedures in the event of an accident, injury or illness?	Compliant
R.90-91 R.162	STD2.1	Have you ensured that all educators and families are aware of the medical conditions policy and always follow it?	Compliant
R97-98	STD2.2	Have you ensured that plans are developed to manage emergencies and evacuations and are displayed near each exit? Are emergency and evacuation procedures practiced at least every 3 months?	Compliant
R.84/ S162A	STD2.2	Have you ensured that all educators are aware of their child protection responsibilities? Have you ensured that persons in day-to-day charge and nominated supervisors have current child protection training?	Compliant
R.165-166	STD2.2	For a family day care service; have you ensured that all family day care educators follow service procedures about visitors to the residence or family day care venue?	Compliant
R.82-83 R.97 R.103 S. 167	STD2.2	Have you ensured that all educators follow service procedures designed to ensure the environment is safe and that children cannot access dangerous items?	Compliant
R100-102	STD2.2	Have you ensured that all educators follow service procedures in relation to excursions, including obtaining authorisations and conducting appropriate annual risk assessments?	Compliant
R.99	STD2.2	Have you ensured that all educators follow service procedures about the delivery and collection of children from the service?	Compliant
S165	STD2.2	Have you ensured that educators are supervising children effectively?	Compliant

## Comments

## STANDARD 2.1 - Each child's health and physical activity is supported and promoted.

Concept	Element	Evidence and Key practices	Assessment
Wellbeing and comfort	2.1.1 - Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.	<p>The children are offered the option to sleep or rest aged 3-5 years. This practice was reflected on in the past, and through discussions and surveys with families the educators researched current practices and this lead to our sleep and rest policy being updated to include the decisions made together.</p>	Met
		<p>Yoga is a consistent practice within the educational program and curriculum, utilising skills of one of the educators at the service. This practice began after a family information evening and educators expertise was discussed and families would enjoy to see such skills and even language embedded within the program for the children. This is documented on the educational program and is visible for families.</p>	
		<p>Children's wellbeing policy was created in conjunction with educators, children and families in 2019. Discussions during a team meeting sparked this and from here we developed a policy relating to the children's wellbeing and how relationships with educators and their professional development and research can support this in a healthy way. Further discussions were had during a family information evening to establish this policy.</p>	
		<p>The physical environment is considered when providing rest and sleep opportunities for children. Dedicated spaces indoor and outdoor allow children to choose a comfortable or quiet space with resources for comfort such as pillows, blankets/rugs, soft lights, covered or cornered spaces outdoors to hide away from the large group.</p> <p>Discussions between educators about outdoor sleeping for the children lead to research on this practice and consultation with families in regards to making this adaption to the routine. Research was shared with families along with taking their feedback into consideration, all aspects were included in the review of the policy and will be included and shared with the newest version.</p>	

Concept	Element	Evidence and Key practices	Assessment
Health practices and procedures	2.1.2 - Effective illness and injury management and hygiene practices are promoted and implemented.	<p>Injury and incident reports are reviewed each quarter for us to assess as a team if current practices are effective or need re-consideration and reflecting upon. Determination is against what injury/incident occurred, where it occurred and begins discussion and reflection against effective supervision.</p> <p>Regular updates and information are shared with families either within the service newsletter, Seesaw online app or e mails. There are also displays placed when there is an outbreak of any illness including the reference to Staying Healthy in Childcare sent electronically to all families.</p> <p>Handwashing is discussed with children as a part of the program and the children are encouraged to be a part of making signs and taking pictures to display at their level to help them with the process of effective <u>handwashing as a hygiene practice.</u></p> <p>Along with basic requirements for policies and procedures, regular advice from NSW Health is included and updated. Families are sent updates and asked to provide us with feedback or suggestions when policy or procedures are reviewed as a part of newsletters or e mails.</p> <p>Allergy plans and children's risk minimisation plans are displayed in each room, kitchen and staff room. All educators are asked to read minimisation plans in detail and sign that these are read. They are always available for educators. Feedback from a family lead us to reflect on current procedures for allergy displays and it was decided to also include these on breakfast trays and lunch tubs for extra reassurance.</p>	Met

Concept	Element	Evidence and Key practices	Assessment
Healthy lifestyle	2.1.3 - Healthy eating and physical activity are promoted and appropriate for each child.	<p>Garden to table is implemented as a part of our Whites Creek Community Garden program. The children learn about growing vegetables and fruit, caring for them, harvesting them and using them to learn about healthy eating during morning and afternoon tea times.</p> <p>Regular excursions are a part of our programs and each year families complete the permission form for the regular outings we will take the children on. Larger outdoor spaces rather than just our outdoors spaces at the service offer opportunities for children to engage in physical activities and use larger muscles when engaging in physical activity.</p> <p>Munch &amp; Move training is mandatory for all educators, not only the cook and director, to ensure fundamental movement skills are included within the educational program. For example, training delivered by a qualified personal trainer and dance instructor for one of the educators who delivers dance within the curriculum for the children. One educator also completes the e training provided by Munch &amp; Move and can deliver this to any of the educators at any time for refresher or first time training.</p> <p>Menu reviews with the cook and director occur every two years as a minimum to keep in line with current advice and guidelines from NSW Health and our health district. This is reviewed against our current menu with families to include their decisions for any changes also.</p> <p>GrowFit included program for infants at no extra cost and a way to encourage and promote physical activity for children' aged one - two years. We also provide Playball with Coach AI for two - five year old's as an extra option for families should they wish for their child to take part in this physical activity program.</p>	Met

## STANDARD 2.2 - Each child is protected

Concept	Element	Evidence and Key practices	Assessment
Supervision	2.2.1 - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	<p>Supervision points in outdoor spaces to ensure we are meeting adequate supervision of children. These supervision points extend on the basic supervision so that educators can be mindful of where they are placed to engage with children and supervise. Educators ensure that communication and discussions about active supervision are also linked to the supervision points for outdoors. Each space gives sight of other educators to ensure when indoor/outdoor effective supervision is in place.</p> <p>COVID-19 and adaptation of our current excursion and illness policy to reflect procedures for keeping children and families safe. We discussed leaving the service regularly to keep children connected to the local community and in conjunction with the families made decisions for the risk assessment.</p> <p>Risk assessments and risk benefits completed at any time we leave the service for excursions or when an environment is adapted or other resources are added for children's learning.</p> <p>SunSmart app on all iPads and iPods to track the UV index while playing outdoors. This is an embedded part of practice reflective to our policy and procedures and is even a part of an update to our sleep and rest policy that we reviewed with families and along with children's choices.</p> <p>Injury and incident register to track patterns of occurrences that may be happening if related to supervision. This helps us to reflect as a team if supervision needs to be reconsidered or certain changes for the environments.</p>	Met

Concept	Element	Evidence and Key practices	Assessment
Incident and emergency management	2.2.2 - Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	All Fired Up regularly overseeing and updating our emergency evacuation procedures and plans/diagrams. Educators are informed of this and practice emergency drills regularly.	Met
		Trainer EpiPens are purchased from the Allergy & Anaphylaxis Australia website to practice the use of these following on from our training with Metro Training so that educators are aware of how to manage an emergency if a child has an allergic reaction and how you administer this.	
		Use of the information from the department website in relation to incident responses and communication to be shared with educators and families. Emergencies to consider and practice for along with the regular emergency evacuation drills.	
		First aid & CPR training is conducted annually or every three years with Metro training. We also have Kool Kids First Aid visit the service to conduct training with the children on how to manage emergencies and for the children to be involved in this.	

Concept	Element	Evidence and Key practices	Assessment
Child protection	2.2.3 - Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.	Updates from NSW Office of the Children's Guardian are provided to all educators within e mails, memos or during team meetings. Any changes to policies are communicated and this is also shared with our families. The educators engage in discussions about case scenarios at various times across the year and will access the website of the mandatory reporters guide to ensure they are aware of their responsibilities when it comes to potentially reporting suspected risk of abuse or neglect.	Met
		Incursions held for educators and children to be together to identify and respond to children who may be at risk. Families are made aware of this and sent any information to be shared of what the educators and children have discussed and taken part in during the session.	
		During induction process educators discuss the child protection policy in detail and ensure relevant qualification is in place. If there are any uncertainties or further information needed this is provided during induction and thereafter in the form of electronic information or further training to update educators to be aware of current legislation.	
		Regular refresher courses of identify and respond to young children at risk of harm is undertaken by all educators to ensure they are up to date on current legislation and responsibilities. This applies to casual educators and not only persons in day-to-day charge or nominated supervisor.	

### Continuous Improvement Opportunities

2.2.2 During a team meeting and reflecting on our emergency evacuations, educators would like specific training on using extinguishers and fire blankets effectively. Families to also be involved in the process and aware of training and/or emergency procedures. All educators to take part in mandatory training when they begin working at RC and on a regular refresher basis for using emergency equipment. Contact local fire brigade and our company All Fired Up to plan for training at the service as a whole group. Share information with families via Seesaw and group responses together to include in procedures. 2.2.3 Code of Conduct to be developed in line with the Child Safe Standards and webinar that nominated supervisor attended on 30th March 2022. Thus process will include all educators, children and families during the process of developing the Child Safe Code of Conduct. 2.1.3 Menu as a seasonal rather than all year around rotating menu on 2 week basis. Changes to fruit and vegetable offered daily. Changes to be made with families and children to seasonal with change twice per year, keeping 2 week rotating. Less fruit to be offered with more vegetables and different afternoon teas. Consult with our families along with current menu review training that cook and director have just had on 25/5/21. Educators will ask children

within the program about healthy foods and menu ideas to be included with an emphasis on eating the colours of the rainbow and preferred vegetables of their choice. Amend menu accordingly.

## Quality Area 3 - Physical environment

## Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R105	STD3.1	Have you ensured that each child being cared for has access to sufficient furniture, materials and developmentally appropriate equipment suitable for that child?	Compliant
R.103	STD3.1	Have you ensured that the service premises, venue or residence and all equipment and furniture are safe, clean and in good repair?	Compliant
R.116-117 R116 R34(f) (iii)	STD3.1	If you have a family day care service: <ul style="list-style-type: none"> <li>• Have you ensured that all educators' residences or approved venues are safe before children are placed in care, and at least annually?</li> <li>• Have you ensured that glazed areas of all educators' residences or approved venues meet the required safety standard?</li> <li>• Do you require educators to inform you of any alterations or renovations to their premises?</li> <li>• For family day care services operating from a venue, have you submitted an application for approval to operate from a venue?</li> </ul>	Compliant
R104-115	STD3.1	Have you ensured the services premises, venue or residence meets all regulatory requirements? For example: <ul style="list-style-type: none"> <li>• There is the required amount of unencumbered space for the number of children in attendance at the service</li> <li>• Arrangements for dealing with soiled clothes, linen and nappies</li> <li>• If you have children who are preschool age or younger, have fencing that prevents them going over, under or through it?</li> <li>• Are there appropriate toilet, hand washing and nappy change facilities?</li> <li>• Is there space for administrative functions and consultation with families?</li> <li>• Is there adequate light, ventilation and shade?</li> <li>• Are all areas of the premises easily supervised?</li> </ul>	Compliant
R.113	STD3.2	Have you ensured that children are able to explore and experience the natural environment? For example are there trees, plants and sand?	Compliant

## Comments

## STANDARD 3.1 - The design of the facilities is appropriate for the operation of a service.

Concept	Element	Evidence and Key practices	Assessment
Fit for purpose	3.1.1 - Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.	<p>Various fittings such as toilets, basins, sinks and all resources/furniture within the learning environments are at children's levels to allow access at any time the children should need. This encourages children to choose when to use the bathroom, wash their hands or use resources at any time on their own not always needing an adult to do this for them.</p> <p>Purpose built structure of the service is to ensure maximum use of indoor and outdoor spaces can be utilised. These spaces are organised to allow children to play in many different aspects that they wish which ensures each child's agency and ability being catered for.</p> <p>Resources are set up to encourage children to explore &amp; discover freely and ensure there are large amounts of uninterrupted play. Educators encourage and support independence, self-selection is widely prompted and encouraged here as visible in the layout of the learning environments where all resources are open for children's choice within the curriculum. This allows the children to have input &amp; choice while they are at Rose Cottage, thereby contributing to their learning within the environment</p> <p>All spaces are accessible of any person of any ability with ramps and flat surfaces rather than steps. Service is all on one level to allow this access also. Families in the past with children who have different abilities have commented on this ease of access and the difference it makes for them and their child.</p> <p>Our outdoor environment reflects the context of our service and a main emphasis on country being Wangal/Gadigal land. Native trees and bush tucker plants are used outdoors, along with a permanent yarning circle placed at our indigenous mural that was created by Walangari during our Aboriginal arts program and with children, educators and families.</p>	Met

Concept	Element	Evidence and Key practices	Assessment
Upkeep	3.1.2 - Premises, furniture and equipment are safe, clean and well maintained.	<p>New furniture and resources are purchased annually along with deep cleaning on an annual basis of all large equipment such as rugs, floors and outdoor equipment.</p> <p>Safety checklists are completed daily to ensure that premises and all equipment within the service are checked and repaired or replaced as necessary to maintain a safe environment.</p> <p>Daily cleaning and other tasks are completed to ensure a healthy, safe and clean environment is maintained for the service. Checklists are used to track that all cleaning tasks are undertaken across the day and week within each room, bathrooms, kitchen and all other parts of the service.</p> <p>Maintenance logs are kept in for regular repairs during the week for educators to inform the nominated supervisor. These are checked and organised for repairs or maintenance to be carried out as necessary to remove any risk or hazard that may be present.</p> <p>Owner visits the service once weekly for care of premises and to ensure indoor and outdoor spaces are kept clean and safe. Any repairs are undertaken if necessary and look over of building to ensure nothing needs to be fixed or replaced.</p>	Met

STANDARD 3.2 - The service environment is inclusive, promotes competence and supports exploration and play-based learning.

Concept	Element	Evidence and Key practices	Assessment
Inclusive 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.	A mixture of recycled or reusable materials as well as purchased materials are used indoor and outdoor for children's play. This offers open ended play opportunities for the children while they are engaged in the environments. Cardboard boxes or old milk crates for example are used along with hard wooden blocks for construction purposes during play with children.	Met
		We access external services for support such as the specialist equipment library through Inclusion Support for furniture, resources and equipment that supports access for every child to engage in play-based experiences and routines throughout the day.	
		We have an outdoor environment filled with trees, plants, reusable materials, worm farm, compost bin, herb gardens, sandpits, resources and materials to allow them to explore the world around them both with natural and built elements. Children are offered the opportunities many times throughout the year to visit local parks and reserves within our community to extend their learning in natural environments surrounding our centre.	
		We take advantage of the natural environments that surround our service within the local community and visit the local reserves, parks and gardens each week. This gives the children an opportunity to access more natural environments in larger spaces than the built outdoor spaces within the service only. This connects us further to country and caring for/being on country and discussing Wangal/Gadigal land and being able to acknowledge this outside of the service.	

Concept	Element	Evidence and Key practices	Assessment
Resources support play-based learning	3.2.2 - Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.	<p>There is no specific budget for resources, educators are able to request materials and resources at any time and this will be organised. It is also part of practice that we include the families should we need any materials that they can provide that can be re-purposed such as items for the sandpit, mud kitchen, home corner or art spaces.</p> <p>Reverse Garbage visits each year to encourage children to learn further about reuse, reduce and recycle materials. Educators use this as a learning opportunity to then further extend within the educational program and routines. Materials are purchased from online or at the warehouse in abundance to support learning and play within the program.</p> <p>Loose parts and recycled materials are used for resources in both indoor and outdoor environments. Open ended materials are used for children to engage in play-based learning with these materials offering more than one option of their uses especially during play. Our families bring their unwanted items from home on a regular basis and place them in the recycle containers in each room for the educators to use with the children as needed.</p> <p>Schemas are a focus of learning for the infants room and resources are used to ensure that they can be used in various different ways to support the children's natural urges of play and learning. Documented on the program are different experiences for the children to engage in play with a variety of resources to support these schemas in play.</p>	Met

Concept	Element	Evidence and Key practices	Assessment
Environmentally responsible	3.2.3 - The service cares for the environment and supports children to become environmentally responsible.	<p>Connecting to local community gardens are another wonderful part of the program and visiting these spaces regularly to talk about growing our own food and the benefits of this with the volunteers who are a part of the gardens. Our families and children decide what we can plant so it is a real connection, along with making contact with local community members who have started the gardens years ago so that we can be a part of this and begin the relationship as an ongoing practice.</p> <p>Compost as a part of every day practice with less food wastage. Our cook, Kerri, is involved with this as a part of the program and includes the children in taking care of the compost and engaging in conversations about caring for our environment and reducing our footprints on the environment.</p> <p>Red Cycle program so that all soft plastics are recycled and not placed into landfill. We use this in each of the rooms and the kitchen and take the plastics to Woolworths each fortnight.</p> <p>Discussions and projects form part of the program and curriculum in relation to environmental issues happening in our world and how this affects us. Ways in which we can care more for the environment and ways we can embed this within our service. For example, every time we go on an excursion we can collect some of the rubbish or plastics and pick it up. We relate this to caring for country also and ways in which we give back to country and our earth.</p> <p>Sustainability audit tool used in 2020 to reflect on current practices and support educators to include any parts in the program with the children. Most importantly how we can reduce our carbon footprint and ensure we are being a part of making a change where we can to be environmentally responsible for the world in which we live.</p>	Met

## Continuous Improvement Opportunities

3.2.1 Outdoor environment and journey of change - renovations and changes to both outdoor environments. A change of the outdoor physical environment so it is enhancing children's learning in a place that offers wonder, curiosity and exploration in a natural space. Develop the process and steps for gaining decisions from all stakeholders (educators, children, families, owners) Surveys, children's voices, educators ideas in team meetings, mood boards, draft sketches and ideas, management meetings and with Phil also to drive decisions. June 2021 - Tony Machin from pleasant view attended for consultation and provided quote for design planning and process to move to the next step. Ongoing process still happening in May 2022 with steps being taken one at a time. As construction begins, the children will document the journey and we will share this with families and wider community from step one to the end of the finished project.

3.2.3 Further supporting children and educators to become environmentally responsible. An opportunity for educators, families and children to reduce landfill and recycle materials as part of the Red Cycle program. Kerri will collect all red cycle materials in the kitchen and each Wednesday during the shopping trip put them in the designated bags at Woolworths. Educators to create boxes in each room with photos and send to families asking for them to involve themselves and the children to regularly drop their plastics off for the Red Cycle program.

3.2.3 Sustainability audit tool to be used as an ongoing reflective tool, but used in conjunction with families and their ideas and decisions. Use of the audit tool as a continuous reflective practice to enhance our current practices with children, families and the community. Complete audit tool with each room annually and discuss at team meetings Share this with families to further complete tool and implement recognised changes accordingly.

## Quality Area 4 - Staffing arrangements

## Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.136	STD4.1	Have you ensured that at all times children are in attendance at the service there is at least one person with a first aid qualification available, and at least one person who has completed training in the management of asthma and anaphylaxis?	Compliant
R.119 R123A R.127-128 R136 R143A R143B R144	STD4.1	For family day care services; <ul style="list-style-type: none"> <li>• Have you ensured that all educators and educator assistants are at least 18 years of age?</li> <li>• Have you ensured that all coordinators have an approved diploma level qualification?</li> <li>• Have you ensured that all educators have or are actively working towards an approved certificate III level qualification?</li> <li>• Ensure that all educators and educator assistants hold an approved first aid qualification and have completed an approved training in the management of asthma and anaphylaxis?</li> <li>• How do you ensure each family day care educator engaged by or registered with the service maintains an adequate knowledge and understanding of the provision of education and care to children?</li> <li>• Is there a process in place to ensure serious incidents and complaints are adequately addressed?</li> <li>• Does your FDC Coordinator provide adequate monitoring and support to educators</li> <li>• Have you taken reasonable steps to ensure your educators have adequate knowledge and understanding of the provision of education and care to children?</li> <li>• If you employ educator assistants,</li> <li>• Do you ensure you and the educator assistant comply with the requirements of R.144?</li> </ul>	Compliant
R.153 R.154	STD4.1	For family day care services; Have you ensured that you maintain a register of educators, coordinators and assistants?	Compliant

## Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.123A	STD4.1	For family day care services; Have you ensured that coordinators to educator ratios are maintained?	Compliant
R.145-154	STD4.1	Have you ensured that all records relating to staff at the service are maintained and include all of the required information? Including; <ul style="list-style-type: none"> <li>• Records for nominated supervisors, each educator, educator assistant, coordinator and staff member, volunteer and student?</li> <li>• The name of the educational leader and responsible person?</li> <li>• A record of educators working directly with children?</li> <li>• A record of access to an early childhood teacher (if required by R.152)?</li> <li>• A register of family day care educators (where applicable) including evidence that the educator is adequately monitored and supported by a family day care coordinator while the educator is providing education and care to children ?</li> </ul>	Compliant
R.120 R126 R.129-135	STD4.1	If you are a long day care or preschool or outside school hours care service, <ul style="list-style-type: none"> <li>• Have you ensured that educators who are under 18 years of age do not work alone and are adequately supervised?</li> <li>• Have you ensured that educators required to meet the ratio hold or are actively working towards the qualifications applicable in your state and territory?</li> </ul>	Compliant
R.122-124	STD4.1	Have you ensured that the educator to child ratio is maintained and that only educators working directly with children are included in ratio?	Compliant
R117A R117B R117C	STD4.1	Have you taken reasonable steps to ensure that the nominated supervisors and person in day-to-day charge has adequate knowledge and understanding of the provision of education and care to children and an ability to effectively supervise and manage an education and care service?	Compliant

## Comments

## STANDARD 4.1 - Staffing arrangements enhance children's learning and development.

Concept	Element	Evidence and Key practices	Assessment
Organisation of educators	4.1.1 - The organisation of educators across the service supports children's learning and development.	Early childhood teacher (or working towards early childhood degree) in infants space related to research of children's brain development in first three years. Having an early childhood teacher in this environment is giving children the opportunity for their brains to develop and reach learning outcomes at a high quality level.	Met
		Qualified educators as leaders in each room with expertise and knowledge of certain ages in these learning environments. These educators have had many years experience with the children of the certain ages they are leaders of.	
		Educators will remain in one early learning environment or transition with children from one environment to the next to ensure consistency for children and families. This gives a high level of support and continuity of children's learning along with strong relationships as a focus point.	
		Permanent casuals used and no agencies so that continuity of care is a high priority. This is something that families value as a core practice of the services.	
		Service employs educators so we are above the national minimum of 50% Diploma qualified. This ensures qualifications are above what is the minimum standard so we can deliver quality education and care	

Concept	Element	Evidence and Key practices	Assessment
Continuity of staff	4.1.2 - Every effort is made for children to experience continuity of educators at the service.	<p>One educator from each learning environment transitions with children at beginning of each year, while at least one educator remains in the same environment to ensure their expertise and experience is valued by children and families. This practice ensures that educators are with children during the transition period to retain relationships during that time and also educators remaining in environments more than one year only so that they can apply their expertise and pedagogies/practices.</p> <p>Rosters are developed to reflect continuity of care for all children in every age group. Educators from a specific learning environment open and close the service each day so that families and children are able to build relationships that are strong and secure and reflect our service philosophy. We review the rosters across the year to ensure we are adopting an approach that focuses on consistency, stability and predictability for all within the service.</p> <p>Permanent support educator who works full time to be in the same room each day to replace educators that are off the floor for programming and planning time and covering educators lunch breaks. Educators have a strong working relationships together and it assists the continuity of educators.</p> <p>Many opportunities to show appreciation and recognition of educators hard work and dedication is offered in forms of things such as time in lieu, special morning teas, planned events for team bonding outside of work, or simple verbal recognition and appreciation. We feel that ensuring we embed a truly positive and supportive culture at the service for our educators makes them feel they are valued and therefore will be a long standing part of the centre.</p> <p>Team bonding is a valued part of our service and team of educators. Having time to spend together outside of work is giving us the opportunity to bond and be able to deepen our working relationships and understanding of each other individually. This really adds to team culture between our educators and further ensures the continuity of educators at our service so that families and children experience this.</p>	Met



STANDARD 4.2 - Management, educators and staff are collaborative, respectful and ethical.

Concept	Element	Evidence and Key practices	Assessment
Professional collaboration	4.2.1 - Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.	Practice Plus through Semann & Slattery as a very specific professional development program to allow educators to celebrate one another's skills but also healthily challenge each others decisions, practices and questions regarding teaching decisions. We use this during team meetings to share in healthy debate and deep, thoughtful reflections which are written down in reflective journals and used to inform practice changes and further meetings.	Met
		Team culture being discussed as a part of Practice Plus and during team meetings and weekly memos to educators. We are then able to voice our opinions, build respect and trusting relationships between us all which benefits the families and children who are here at the service also.	
		Key service values developed in conjunction with our philosophy and aligning with our personal values. Each year or when new educators come and join the team we review this and reflect and make changes accordingly to suit the dynamic of the team. These values are discussed during interviews for potential candidates and their personal values are also considered.	
		Individual values and philosophies are developed and continually discussed and reflected on individually and as a team. This drives our service values and the culture of our team of educators as professionals who are always gaining understandings of each other and learning from one another to provide a quality service for all children and families.	
		Educators abilities, background and skills embedded within the curriculum. Chan - garden, Dav - fitness/dance, Orlando - cooking and other parts of culture.	

Concept	Element	Evidence and Key practices	Assessment
Professional standards	4.2.2 - Professional standards guide practice, interactions and relationships.	Sarah Moore conscious communication professional development training to understand the research behind brain development and communicating. This PD was to really extend on each educators communication styles so we could recognise our diversity and strengths and how to communicate effectively as a team and develop this healthy culture.	Met
		Be You and mental health first aid training for educators which helped us to reflect and then developed an educators wellbeing policy. This policy is shared upon induction for all educators and how strong the emphasis is for us looking out for one another mental health and wellbeing.	
		Library in staff room full of publications, journals and research to be used during programing and planning time for educators. Educational leader uses these when planning learning goals for educators and they are encouraged to use these to further research to contribute to their short or long term goals.	
		We adhere to the Code of Ethics and ensure that at the top of our list the children's rights are the most important and valued thing for us next to our relationships and interactions with them. This is also discussed bi-annually during formal appraisals and one-on-one professional conversations with educators and Director. Practices are guided and lead by an experienced and knowledgeable leader for all educators to ensure we maintain the dignity and rights of each child.	
		Personal philosophies and pedagogical practices along with our profession and what we believe, why we are educators and choose to be here and how we aim to provide what we believe in at our service. An educator wall in our centres hallway details each educators qualifications and their own personal philosophy as an extension of our centre philosophy so that all families can see what Early Childhood means to us as professionals.	

## Continuous Improvement Opportunities

4.2.1/4.2.2 After attending an educational leadership zoom professional development last year with Wendy Shepherd and Janet Robertson, the nominated supervisor is beginning to create discussions about planning an educators retreat. This will focus on coming together for robust professional discussions and planning that will contribute to further quality learning outcomes for children and build on our own research and development as educators. 4.2.2 New early childhood teacher to access professional development to further build skills, knowledge and practice. A PD that is ongoing for a few months that can help to focus on research and mentoring in addition to what the educational leader provides. Macquarie University mentoring program - we expressed interest in February 2021 for this professional development program and it began in March 2021 - July 2021. 4.2.2 Further PD for leaders of the service to engage in which can then become a collaborative approach across the service with all educators being able to lead in their own ways also as part of the team; rather than the responsibility be placed on one leader only.

## Quality Area 5 - Relationships with children

## Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.155	STD5.1	Have you ensured that educators interact with children in a way that; <ul style="list-style-type: none"> <li>• Encourage children to express themselves and their opinions?</li> <li>• Support children to develop self-reliance and self-esteem?</li> <li>• Maintain the dignity and rights of each child?</li> <li>• Provide positive guidance and encourage acceptable behaviour?</li> <li>• Reflect each child's family and cultural values?</li> <li>• Is appropriate for the physical and intellectual development and abilities of each child?</li> </ul>	Compliant
R.156	STD5.2	Have you ensured that the size and composition of each group of children provides them with the opportunity to interact and develop respectful and positive relationships with each other and with educators?	Compliant

## Comments

STANDARD 5.1 - Respectful and equitable relationships are maintained with each child.

Concept	Element	Evidence and Key practices	Assessment
<p>Positive educator to child interactions</p>	<p>5.1.1 - Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.</p>	<p>Inclusion Support - funding for additional educators to ensure the inclusive environments and practices for all children while at the service. An additional educator not only ensures inclusive practices across the whole environment but that meaningful relationships can be built with educators, children and families.</p>	<p>Met</p>
		<p>The principles and practices of the EYLF inform documentation and analysis of each child's learning. This enables educators to further scaffold on interactions with children and ways to deepen relationships to know each child individually.</p>	
		<p>Orientation process for new children and families is very in depth and during this time the educators spend it having quality conversation with families and interactions with children. We recommend a minimum of two visits and encourage more, even an open door policy for families and children to visit when they like before their first day of enrolment.</p>	
		<p>Each room at our centre are small groupings 0-2 room (12 children) 2-3 room (13 children) 3-5 room (maximum of 16 children) meaning that there are more close, secure and unique relationships as not having large numbers allows for more one on one time to be had and also for the educators to know every single child as they are individually without a struggle.</p>	
		<p>Beginning of the year, additional educators in spaces for quality time to build relationships with children. Above ratio of educators really ensures that this practice helps educators to build strong, secure and loving relationships with children who are first coming to the service.</p>	

Concept	Element	Evidence and Key practices	Assessment
Dignity and rights of the child	5.1.2 - The dignity and rights of every child are maintained.	<p>The code of ethics inform all points of practice and interactions with children. During team meetings and information shared with families, we aim to embed research based practices that align with the code of ethics in relations to the children's rights.</p> <p>Routines across the day are in tune with the flow of the children and not rigid. We ensure that each child can be feeling safe and ready for what is to occur during the day. For example, our progressive mealtimes and not being structured on times of events throughout the day so the children feel respected and heard; the same for taking photos, asking when they would like to be indoors or outdoors and where/how they wish to play.</p> <p>Language used in the infants room is a focus on how we ensure that children aged birth - two years have their rights listened to. For example, asking them when or if they would like to join in an experience, eat morning tea/lunch, come and have their nappy changed. Cues from children who cannot verbally answer are listened to in response to these questions to respect their choices.</p> <p>Vygotsky's theory of children's learning is documented in children's educational summaries. The focus of play based learning and development is related to children's rights and reflects our service philosophy. This theory further supports each child's self-regulation skills that strengthens relationships and promotes children's confidence. Using this early childhood theory gives educators an opportunity to ensure children's rights are a focus and embed this within their relationships daily.</p> <p>Photographs of children and sharing information about these ethics with our families. We all watched a video relating to ethics and children's consent when it comes to taking photographs. This became a critical reflection when using the iPad and taking photos of children who may not like this to happen. We shared this with our families more than once who then also reflected on their thoughts and it changed our practice when it comes to how many photographs are taken or when asking children.</p>	Met

STANDARD 5.2 - Each child is supported to build and maintain sensitive and responsive relationships.

Concept	Element	Evidence and Key practices	Assessment
Collaborative learning	5.2.1 - Children are supported to collaborate, learn from and help each other.	<p>Other children visiting the service as a part of the program such as from local schools to further support the mixed ages and learning from one another. Local school children visit us for reading and towards the end of the year to support transition to school along with us visiting those schools too. This not only supports early reading and learning but also transition to school by connecting with and building relationships wit students and teachers.</p> <p>Children are able to play as they choose, but educators also intentionally plan small groupings to enhance the children's earning opportunities against the goals set by educators and families together.</p> <p>Routines are oragnised in ways that children can develop skills together and earn from each other. The children are encouraged to develop their self help skills and this can then encourage other children to learn these skills. Educators are deliberate in planning the routines this way for the children's learning and development.</p> <p>Mixed ages as a part of service philosophy for children's learning and relationships. Children are encouraged to teach and learn from one another as they are engaging with different ages, developmental stages and abilities.</p> <p>Past children who attended the service visit us regularly and are invited to speak to the children at Rose Cottage about starting school. They come with their families and bring along anything they can show the children to get them ready for the journey of starting school such as school bags, unfirms and lunchboxes. The children can ask them questions about school and learn more about it all.</p>	Met

Concept	Element	Evidence and Key practices	Assessment
Self-regulation	5.2.2 - Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	<p>Opportunities for children to discuss feelings and how to express these in appropriate and positive ways are given through the educational program and daily conversations with educators at various times. External companies visit the service to extend on these conversations with the children such as inclusion support if needed.</p> <p>Guiding children's behaviour policy and procedures are implemented into the educator's practices and are used when guiding children during play with their peers. Educators work together with families to incorporate strategies from home in regard to redirecting children's behaviour and will always take on board any feedback or suggestions that may arise through these conversations.</p> <p>Mindfulness practices are incorporated into the curriculum in various ways and using different strategies for children to understand behaviours. Ways to regulate emotions are a focus and how they can use this in practice during interactions with their peers and educators. Apps are also used such as smiling mind to further support this with the children.</p> <p>During COVID the leaders looked at the Circle of Security research and engaged in critical reflections during meetings. They attended webinars and PD which lead us to review and make amendments to policy including families responses and feedback. This assisted collaboration with families and children in relation to behavior management and understanding of children's behaviors.</p> <p>Educators continue to guide and support children to resolve their own conflict and behaviour through discussions, allowing them to express feelings and role modelling appropriate behaviours and language themselves within their interactions with children and other educators across the day.</p>	Met

## Continuous Improvement Opportunities

5.1.2 UN conventions on the rights of the child being used to further inform and guide interactions and practice with children. For the UN conventions on the rights of the child to be considered when educators are interacting with children or planning for/analysing their learning. Share it on our whats app group to start with, share with families also Look at key points of what educators and families would like to see mainly embedded Ask children about their rights and decisions when it comes to the program and planning Reflect at team meetings regularly and record in critical reflection journals 5.2.1 Project approach as an extension of introducing floorbooks for the children aged 3-5 years. The children can learn from and with each other in an environment that encourages open-ended questions and children's ideas and thoughts on an ongoing basis. After floorbooks are researched, discussed and begun to be introduced the project approach can coincide with this research

## Quality Area 6 - Collaborative partnerships with families and communities

## Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.157	STD6.1	Do you respect the right of parents to enter the service when their child is in attendance unless; <ul style="list-style-type: none"> <li>• Allowing the parent to come into the service poses a risk to the safety of children or staff?</li> <li>• Allowing the parent to come into the service would prevent you or educators and staff from carrying out your normal duties, such as supervising children, delivering the program or meeting health and safety needs? or</li> <li>• You reasonably believe that allowing them entry would contravene a court order?</li> </ul>	Compliant

## Comments

STANDARD 6.1 - Respectful relationships with families are developed and maintained and families are supported in their parenting role.

Concept	Element	Evidence and Key practices	Assessment
Engagement with the service	6.1.1 - Families are supported from enrolment to be involved in the service and contribute to service decisions.	<p>Our philosophy details "Our Families" and what we strive to ensure is in place in regards to our relationships and partnerships with families. This is put into practice each day in our interactions with our families and can be seen when at our service. Families have often given feedback to us in writing with positive comments and praise on our relationships that we uphold with our families and the way in which we communicate and share decision making with them related to the service.</p> <p>Communication forms with enrolment forms when families are offered the position at the service for their child. This helps educators to understand the families and their backgrounds, their ideas for involvement and begin this decision making process with them from the start.</p> <p>We offer families to be involved in the service at many points of the year and are extremely proud of the level of family participation we have at Rose Cottage. We ensure that families are a part of things such as the centres events throughout the year and preparation of these e.g. our very first Open Day in May 2017 all baked goods given from families and families spent the entire day helping us. Our very first website has been created in June 2017 with the help of two families and ongoing.</p> <p>Simple conversations with families or parents during orientation visits allows us to establish the relationship and begin to get to know what families can or would like to contribute during their time as they begin at the service. Further communications are sent via Seesaw and when service events are happening to see if families are happy to take part, other things such as surveys are used to allow families feedback when it comes to certain service decisions being made.</p> <p>COVID-19 and families decision making with educators and children about excursions during this time. Families developed risk management procedures and excursions to be embedded during the pandemic to feel supported and that their decisions were accounted for.</p>	Met

Concept	Element	Evidence and Key practices	Assessment
<p>Parent views are respected</p>	<p>6.1.2 - The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.</p>	<p>Regular family information sessions along with families choices of how decisions are shared and information also. A mixture of in person, Seesaw online app and planned sessions with families help us as educators to ensure their values and beliefs are a solid part of our philosophy and service decisions in relation to the children's learning and wellbeing.</p>	<p>Met</p>
		<p>Celebrations and events are planned in conjunction with families and decisions on how these are prepared for. In recent years there was discussion between educators about changing 'graduation'. We researched and shared this with families, sent a survey asking what they would like including siblings being invited along for this important event, and the way we organised this was adapted.</p>	
		<p>Families cultural events are included as as art of the program throughout the year and celebrated. We ask families to be included and visit the service or contribute to pats of the program. For example we have had Jewish families at our service who do not celebrate Christmas so this is included and we celebrate Rosh Hashanah and the families provide us with information and</p>	
		<p>We value families expertise and draw on this to ensure they feel heard &amp; respected when it comes to service decisions. One of our parents is an early childhood teacher and we share ideas, feedback and follow her Instagram for posts on how she views early childhood teaching &amp; learning. She has also invited us to connect with family day care events in the community that our educators would find valuable. These point of expertise, values &amp; beliefs provides us with further insights into the children</p>	
		<p>Surveys were introduced as a regular part of practice to share with families so we could make decisions together. Families are busy and families are dynamic so this was a way that they agreed would ensure that they are able to make these decisions in a less time consuming way, while still providing valuable information to contribute to service decisions.</p>	

Concept	Element	Evidence and Key practices	Assessment
Families are supported	6.1.3 - Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.	<p>Website as a way of further connecting families and community while sharing information about resources for families. Website created in 2017 with a parent and regularly updated with them also along the way, including waiting list and tour bookings along with community resources, service events and information.</p> <p>Newsletters and e mails as a away of including relevant services and resources for families to have access to. Local community resources or events along with health professionals or local schools when it comes time to transition.</p> <p>We have information about our service shared by external providers so that families within the community can access this about us. For example a company called Hire Up Australia contacted us in 2021 through a past family who accessed our service with their child who had a disability. They interviewed our nominated supervisor about our journey of inclusion and what it means to us and this was published in The Sector. We shared this on our social medias, website and with our families.</p> <p>Therapies for Kids as a connection with local health professionals, offering free services for families such as tummy time for babies especially after COVID when families could not access these specifically. Information sessions are also provided so families can understand what services are available within the community to utilise.</p> <p>Community events and services are shared with us to then pass this along to the families such as local businesses, local school orientations or even families businesses to be included. For example we use the service of a local fruit and vegetable delivery and that is used by many families also, the business id provided by one of our educators partners who is an Inner West local.</p>	Met

STANDARD 6.2 - Collaborative partnerships enhance children's inclusion, learning and wellbeing.

Concept	Element	Evidence and Key practices	Assessment
Transitions	6.2.1 - Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	Educators work with children, families, local schools and other professionals within the broader community to ensure successful transitions occur between both settings and that children feel secure and confident when taking the next step on this journey.	Met
		Transition policy shared upon enrolment, families involved in policy review relating to transitions for children within the service and outside of the service when they are beginning school.	
		Routines and reflections of this or any changes are shared with families via Seesaw, surveys and also parent information sessions. For example placement of educators in learning environments for 2022 was asked of families what they feel would be best for continuity of care and the decision was made for educators to remain in the same environments they were in during 2021 so that there was minimal change to their roles and responsibilities. This would support strong transitions for children.	
		Family and children involved in transitions to school since COVID-19. We reflected on past ways of practice and how we could ensure children and families were still involved in this process. Children that attended Rose Cottage from past years came along with families to share their journey of transitioning to school so that the other children, educators and families were able to have this information shared.	

Concept	Element	Evidence and Key practices	Assessment
<p>Access and participation</p>	<p>6.2.2 - Effective partnerships support children's access, inclusion and participation in the program.</p>	<p>Access to Inclusion Support is available and we work closely with NSW Inclusion Support Agency through KU Children's Services. We have a specific Inclusion Support professional assigned to our service who we liaise with via e mail or regular visits and in particular if we require support in regards to a child or family within our service who may be needing a form of support assistance in any way. The educators are involved with this also specific to each room and where the child is at the time.</p>	<p>Met</p>
		<p>Philosophy review has or families involved on an annual basis at family information evenings or via electronic communication. This informs our philosophy and is embedded in daily practice when building relationships and partnerships with our families that we values.</p>	
		<p>We seek ways of embedding partnerships with Aboriginal elders and locals related to Wangal and Gadigal land where we are. Des and Isaac from Wandana visited is to create a specific canvas painting and story about the land we learn on and is displayed in the hallway. This reflects current families cultures.</p>	
		<p>Support is provided by local school and intervention support teachers for children. For example children who have diagnosed disabilities have ongoing visits and support provided to further support their participation &amp; inclusion within the programs at the service and strategies to further this and support transitions to school. This supports child, families and educators along the way.</p>	
		<p>We have services offered to families from the centre from our established links that have already been formed such as speech screening, occupational therapy and physiotherapy visits, Government services such as StEPS eyesight screening before 4 year old children start school and visits from local school Principals</p>	

Concept	Element	Evidence and Key practices	Assessment
Community engagement	6.2.3 - The service builds relationships and engages with its community.	<p>We have just started our journey of building relationships with the committee on Whites Creek Community Garden in Annandale. Our children visit the garden weekly and have created our own garden here. We will be attending working bees and meetings to become a part of this community and hopefully form here be bale to further engage our children and families in community events at the gardens.</p> <p>Professional development with local services is always planned. Established relationships with other services gives educators the opportunity to critically reflect on learning environments/practices and together as a team with families/children. As an extension of this the nominated supervisor and ed leader were involved in an enrichment program over the course of 12 months. This was added to our quality improvement and used at family informations sessions and team meetings to enhance practice.</p> <p>As part of a professional development with Koori Curriculum our service connected with a local Aboriginal community service called Gunawirra. This service supports mothers, children and families. We asked families to help donate gifts during Christmas time and delivered these, and we plan on being a part of their Five Big Ideas program and help provide supplies for rural and remote preschools.</p> <p>Regular nursing home visits each fortnight with the preschool children to have an embedded engagement with our local community. We began visiting once every month and then went to visiting every two weeks. We had to stop during COVID but delivered letters and drawings and kept the connection. We will begin this again in 2021 when COVID restrictions are lifted.</p> <p>Walangari began a relationship with our service in 2017/2018. This extended on our reconciliation action plan. This was a 10 week art and culture program which then extended to a mural being painted for our service in the outdoor area with children, educators and families.</p>	Met

## Continuous Improvement Opportunities

6.2.2/6.2.3 Further relationships with Aboriginal elders and community to ensure we are continuing on our journey of developing our Reconciliation Action Plan. Use of Dharug language being embedded in the educational program along with regular exposure to arts and culture. Contact Deb Lennis from Council to establish a connection and relationships for guidance on how to begin this journey

## Quality Area 7 - Governance and Leadership

## Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.168-169 R. 170-171	STD7.1	Do you ensure that your policies and procedures are followed? And always available?	Compliant
R. 174-176	STD7.1	Do you ensure that changes to the operation of the service, serious incidents and complaints which allege a breach of Law or Regulations are reported to the Regulatory Authority?	Compliant
R.87 R.158-162	STD7.1	Have you ensured that all records relating to children at the service are maintained, including enrollment records, attendance records, health information, records of illness or accident?	Compliant
R.92, 99, R.177	STD7.1	Have you ensured that records related to children contain all the required information including authorisations for the administration of medication, medical treatment, the collection of children from the service and excursions?	Compliant
R.158-162	STD7.1	Have you ensured that all records relating to children at the service are maintained, including enrollment records, excursions, attendance records, health information, records of illness or accident?	Compliant
R. 146 R.147 R.154 R163	STD7.1	Have you ensured that, where applicable, records of working with children clearances are kept for <ul style="list-style-type: none"> <li>• The nominated supervisors, educators, coordinators and staff?</li> <li>• Family day care educator assistants?</li> <li>• Adults living in residences used to provide a family day care service?</li> </ul>	Compliant
R.181-184	STD7.1	Have you ensured that records are stored appropriately to ensure confidentiality and are retained for the period indicated in R.183?	Compliant
R.172	STD7.1	Have you ensured that families are informed at least 14 days before changes are made to service policies or procedures that might have a significant impact on them, including changes in fees and the way they are collected?	Compliant
R.118 R.148	STD7.1	Have you ensured that a suitably qualified and experienced individual has been appointed as the educational leader at the service and that this person's name is included in the staff record?	Compliant
R.29, R.180	STD7.1	Do you keep information about public liability insurance for your service on the premises?	Compliant
R.185	STD7.1	Have you ensured that a copy of the Law and Regulations can be accessed by educators, staff, volunteers and families, including those seeking to enroll their child at the service?	Compliant
R.165	STD7.2	Have you ensured that records of visitors to a family day care residence or approved venue are maintained?	Compliant

## Law and Regulations

Law (S)/Regulation (R)	NQS	Does your service meet legislative requirements?	Assessment
R.55-56 R.31	STD7.2	Have you ensured that your Quality Improvement Plan <ul style="list-style-type: none"><li>• Contains a statement of the service philosophy?</li><li>• Is reviewed and revised at least annually?</li></ul>	Compliant

## Comments

## STANDARD 7.1 - Governance supports the operation of a quality service.

Concept	Element	Evidence and Key practices	Assessment
Service philosophy	7.1.1 - A statement of philosophy guides all aspects of the service's operations.	<p>Our aspect of ourselves as professionals within the service philosophy guides our critical reflections and practice improvements. We value our roles as professionals and ensure that we engage in research, professional development opportunities and reflections to drive continuous improvement on our practices as educators.</p>	Met
		<p>Our relationships with our children and families come first and foremost, and these two sit at the top of our philosophy. We ensure that two way communication is developed from the beginning with families to establish trust, and our service ensures that quality relationships and connections with children can be built by providing small numbers of children within each environment. Evidence of documentation and educators knowing each child immensely is evidence of <u>these relationship &amp; philosophy.</u></p>	
		<p>Our philosophy helped to develop our values of the service which are parts of our practice each day. These values are discussed and included in professional reviews and meetings in line with educators performance and <u>own values, philosophies and beliefs.</u></p>	
		<p>Play-based learning is the focus of our philosophy for our children and our teaching practices. Play is integrated and embedded within the curriculum, learning environments and our pedagogical choices. Our research drives this relating to early childhood theories and ever changing practices, and this is also shared with families from the minute they come in for a tour and we are sure on why we do what we do when it comes to children <u>learning through play.</u></p>	
		<p>Philosophy reviewed annually in conjunction with families, children and educators. Educators and families views are embedded in the written philosophy and children's voices recorded and displayed along with photos for them to see their voices in action as part of the philosophy.</p>	

Concept	Element	Evidence and Key practices	Assessment
<p>Management systems</p>	<p>7.1.2 - Systems are in place to manage risk and enable the effective management and operation of a quality service.</p>	<p>Recruitment process is specific and particular, taking into account families values and educators values. An educator from the room that we are looking to recruit for will be a part of the interview process to ensure more than one person can determine whether it is the right fit for the service. Trials are given for each potential candidate for children educators and families to meet and make an informed decision.</p> <p>Service goals are developed each year as a team and across the year we focus on sub goals to reach this overarching larger one. For example, we are looking at building our knowledge as professionals and the way we view professionalism this year (2022). So, we are ensuring our professional development is tailored to this - another year of Practice Plus, a Leadership Coaching program for all leaders with Sarah Moore. We document progress through meetings and catch ups regularly.</p> <p>Owners and nominated supervisor have established systems to ensure that compliance is always adhered to and other aspects of the service are if a high quality level. For example, distributing funding across the service where it will add value; professional development and qualifications. An accountant is also employed to ensure financial aspects of the service are effective and follow all correct legislations necessary.</p> <p>Educator weekly memos sent each week with emails - covering WHS, regulations, NQS and framework, critical reflection questions to then be further discussed so that team meetings are available for the full time slot to delve deep into discussions and reflections on practice</p> <p>Non - teaching Director and Educational Leader to be able to have ample time to complete all administrative tasks and respond to any risks or situations that present themselves for educators, families or children. This ensures level of stress are not of magnitude and that plans/goals are able to be made and progressed through valuable time.</p>	<p>Met</p>

Concept	Element	Evidence and Key practices	Assessment
<p>Roles and responsibilities</p>	<p>7.1.3 - Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.</p>	<p>Roles &amp; responsibilities are reviewed and updated with educators so that these are clear and understood by all. For example a change in team members or with a decision that is being reflected upon. We had made a decision at the end of 2021 to try not having room leaders, this seemed to have practices and decision-making at a quality level we were not happy with therefore we signed new roles/responsibilities and spent a morning at the service and during a team meeting ensuring these were clear.</p>	<p>Met</p>
		<p>Each room has specific roles and tasks related to each educator and is discussed as a normal part of routine. All educators, including casuals, are aware of these and they are displayed in a position in the room so that it is easily accessible for all.</p>	
		<p>The role of educational leader has a different list of responsibilities and has developed and been added to over time. Mentoring is a large part of this role and so this goes into detail about what this looks like and how it is embedded within the service to drive quality, relationships and decision making.</p>	
		<p>We have specific induction procedures to be followed along with relevant checklists and evaluation procedures and forms to be completed to ensure the orientation and induction process for new educators is thorough and clear. A specific timeframe and date is scheduled for the Director to allow for a minimum of 3 hours to cover everything described in terms of centre operations, policies and procedures for the educators. This allows time for questions to be asked and covered so everything is clear</p>	
		<p>Leadership meetings in addition to regular team meetings to clearly discuss and share decision making and research based on leadership and skills. These meetings further enhance critical reflections against practice and philosophy and guides conversations with children and families related to decisions on changes for the curriculum and routines.</p>	

STANDARD 7.2 - Effective leadership builds and promotes a positive organisational culture and professional learning community.

Concept	Element	Evidence and Key practices	Assessment
Continuous improvement	7.2.1 - There is an effective self-assessment and quality improvement process in place.	Each time we reflect upon practices and something is changed, we document this and write it down. This is transferred into the self-assessment to be included within strengths/key practices or specific areas for improvements.	Met
		Educational leader and leaders will meet regularly to reflect on and evaluate current goals or quality improvement plans to track progress and add to key strengths and practices.	
		Critical reflective journals used for each educators to write down aspects of practice that are challenged or changes that are being considered. These are used during every room meeting, team meeting or leadership meeting to further discuss and then add to our self-assessment.	
		Service goals created each year as a way of continuous quality improvement being in place. These goals help to guide practice, inform critical reflections and add to our self-assessment along the way. We share these goals with families and include their decision along the course of the year when aiming to reach the goals.	

Concept	Element	Evidence and Key practices	Assessment
<p>Educational leadership</p>	<p>7.2.2 - The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.</p>	<p>Directors meetings regularly to collaborate with other professionals and educational leaders. These meetings are an opportunity to view others processes with their educational leaders and how their practices work for them. This collaboration is a healthy form of critical reflection to bring back to the team and educational leader to discuss potential change to align with best practice.</p>	<p>Met</p>
		<p>Mentor assigned for ed leader - Phil Butler from Semann and Slattery. Phil works alongside the educational leader to engage in deep conversations and delve into the reasons 'why'. This supports the educational leader to take reflections and informed research to other educators for their programming and assessment.</p>	
		<p>Funding for the service is being used for the educational leader to complete their teaching degree to be able to use this knowledge to further support educators practice and develop quality educational programs. Various points of learning are shared with other educators such as theorists, play-based learning, or leadership styles and views.</p>	
		<p>Permanent non-teaching educational leader to be able to have the time to support and guide educators. In December 2020, our educational leader left and the decision was discussed for the nominated supervisor to step into this role to be able to have time on the floor in the environments with educators for role modeling best practice and time to take educators off the floor for in depth discussion about the educational program and practices.</p>	
		<p>Leadership training and coaching is a large focus for the educational leader, and two main aspects of this are Practice Plus with Philip Butler and Early Education Leadership with Sarah Moore. These will provide specific forms of professional development for the educational leader to support a team of professionals and drive quality programs and relationships for the service.</p>	

Concept	Element	Evidence and Key practices	Assessment
Development of professionals	7.2.3 - Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.	Professional development is planned for educators as a part of performance appraisals and goal setting at least twice per year. All PD is paid for by the service and all educators have access to including casual educators to help their journey of development and knowledge.	Met
		Planned performance appraisals occur at least once per year with a more formal approach to each educators knowledge, understanding and strength/areas of improvement or gaps in knowledge. This is documented and used to circle back and reflect on or evaluate progress and areas that educators have further achieved. We celebrate these wins and successes together.	
		One on one conversations to guide practice and reflect on working relationships and educators development. This will include the performance appraisals but also focus on a particular professional development and learning goals for educators to reach as individuals.	
		The educational leader develops educators profiles to gain understanding of their strengths, skills, abilities and begin to create goals to work towards. This allows ample times across the year to discuss and further develop profiles relating to each educators values, beliefs and their why. It drives further discussions and opportunities for development and learning.	

Continuous Improvement Opportunities

7.2.1/7.2.3 Educators to ensure they are regularly reflecting on and gain access to information in regards to the NQS, regulations and service philosophy and values. Educators to become more knowledgeable of all areas. Documents printed for educators to be included in their programming and planning folders to access during planned time off the floor

7.2.2 Critical reflections during a team meeting have enabled educators to begin to discuss the possibility of more than one educational leader. This would be shared with two educational leaders and the mentoring would be a collaborative two way relationship that will then trickle into relationships with the other educators in the service. 7.2.3 A professional development plan or log to be created in conjunction with performance appraisals to ensure educators are reaching certain professional goals and area they wish to research or know more about to drive improvement of practices and quality.

Involved
Service Leaders and management

Involved
Educators
Families
Nominated Supervisor(s)
Children
Educational Leader(s)
Other service staff

**Declaration**

I confirm the information provided is a true, complete and accurate reflection of our service practice.	Y
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