



NQS Handy Hints

- Read our blog “Having a Successful Assessment and Rating”
<https://www.engagingcurriculumsolutions.com.au/single-post/2018/01/17/Having-a-Successful-Assessment-and-Rating>
- When the authorised officer asks you a question take the time to think. You cannot be disadvantaged for hesitating. Stop, and if you don't think you know the answer to a question ask yourself what do I do in practice?
- When speaking with the authorised officer try to use professional language. Some examples of professional language/phrasing are:
 - living documents (documents which 'grow' with the child/experience, for example a portfolio which moves up rooms with the child),
 - pedagogy (method/practice of teaching),
 - pedagogical documentation (project books, observations, programs – any of your educationally based documentation)
 - Autonomy (independence)
 - capable and competent learners (as in this is how the children are viewed)
 - meaningful educational experiences (experiences which are based on children's interests or past experiences ensuring its relevance to the individual child)
 - holistic (an approach which takes into account the whole child – most observations are holistic if you look at them closely)
 - anti-bias (NOT multiculturalism – multiculturalism is a tokenistic look at cultures – e.g. This is China, in China they use chopsticks – anti-bias refers to the embedding of inclusive practices in the daily routine – e.g chopsticks are available at mealtimes)
 - embed (the NQF talks about embedding things – eg, philosophy is embedded in to programs, inclusive principles are embedded into daily routines)
 - responsive teaching (responding to children's interests/conversations – usually leading to experience extensions and spontaneous experiences)
 - being, belonging and becoming (the essence of EYLF)
 - scaffolding (the process of children sharing and building each other's' skills)



- agency (independence)
 - co-constructors (as in children are co-constructors/active contributors of their learning)
- We should follow policy at all times and the authorised officer will expect to see this. Ensure you know everyday policy procedures such as sun safety.
 - Ensure you are communicating your intentions if ever leaving your room/outdoor area/eating area.
 - Always assume the authorised officer can see you – you never know when they may enter the room.
 - Give children five minute warnings before transitioning them to the next time of day. DO NOT LINE CHILDREN UP!!! This should always happen – but it's the little things we can forget sometimes.
 - Relax, the more worked up you are, the more the children will respond to your nervous energy making the environment feel strained and hectic.
 - When interacting with the children, get down on their level as you usually would and speak to them with the respectful tones you usually would. When we are being watched we have a tendency to second guess ourselves or 'overact' – try to avoid this and be yourself.
 - When speaking with the authorised officer try to stay confident. It is psych 101 – if you look and behave confidently people will respond with confidence in you.
 - When speaking with the authorised officer if you can answer her questions succinctly and show evidence of linking etc easily, the authorised officer will be less likely to have to spend time digging in to past documentation, allowing you more time to show off your skills!
 - Be aware of ratios and sign-in requirements at all times.
 - Make sure you are using routine times to build bonds and interact (e.g. nappy change) – something we do naturally but can get lost in process.
 - When outdoors make sure you are all engaged in interactions with children – respond to children according to their usual needs. Again, we have a tendency to overthink when being watched.
 - When addressing behavioural issues ensure you are addressing the behaviour not the child.
 - Make sure you are aware of who is the responsible person at all times.
 - Ensure all parents are greeted on drop off and pick up.

- This is a culture of improvement. If you can identify where you need to improve and have plans in action to do so, then you are doing the right thing.
- Familiarise yourselves with the 7 areas of the NQS – it is considered important that educators understand the whole framework (EYLF and NQS).
- Ensure you understand your mandatory reporting guidelines, policies and procedures – this is a common question directed at educators working directly with children.
- Remember there is no 'I' in team – it is of the utmost importance that you work together, help each other and communicate clearly with each other.
- You may notice most of these are things we do every day – and that is the point. We should not be performing for A&R – it should be a reflection of our everyday practice.
- DON'T STRESS – ENJOY THE DAY ☺