# Quality Area Seven:
# GOVERNANCE AND LEADERSHIP

## Self-Assessment Tool &
## Quality Improvement Plan Summary

# Quality Area 7: Governance and Leadership

Effective leadership contributes to sustained quality relationships and environments that facilitate children's learning and development. Well documented policies and practices that are developed and regularly evaluated in partnership with educators, co-ordinators, staff members and families contribute to the ethical management of the service. There is a focus on continuous improvement.

Quality Area 7 focuses on effective leadership and governance of the service to establish and maintain quality environments for children's learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear direction for the service's continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service's statement of philosophy.

Additional information and resources about Quality Area 7 are available in the Guide to the National Quality Framework and on the ACECQA website.

## Quality Area 7: Standards and elements

| Standard 7.1 | Governance supports the operation of a quality service. | |
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| Service philosophy and purpose | Element 7.1.1 | A statement of philosophy is developed and guides all aspects of the service's operations. |
| Management systems | Element 7.1.2 | Systems are in place to manage risk and enable the effective management and operation of a quality service. |
| Roles and responsibilities | Element 7.1.3 | Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service. |
| **Standard 7.2** | **Effective leadership build and promotes a positive organisational culture and professional learning community.** | |
| Continuous improvement | Element 7.2.1 | There is an effective self-assessment and quality improvement process in place. |
| Educational leadership | Element 7.2.2 | The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle. |
| Development of professionals | Element 7.2.3 | Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development. |

## Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 1.

Please assess whether your service is compliant or non-compliant in accordance with the National Law and Regulations, relevant to your service type.

**NOTE:** If a law or regulation is not applicable to your service or service type, you are not required to select whether you are compliant or non-compliant.

| Law (S) / Regulation (R) | NQS | Does your service meet legislative requirements? | Compliant / Non-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 ○ Non-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 ○ Non-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 <br><br>• The nominated supervisors, educators, coordinators and staff? <br>• Family day care educator assistants? <br>• Adults living in residences used to provide a family day care service? | ● Compliant ○ Non-compliant |
| R.158-162 | STD7.1 | Have you ensured that all records relating to children at the service are maintained, including enrolment records, excursions, attendance records, health information, records of illness or accident? | ● Compliant ○ Non-compliant |
| R.87 R.158-162 | STD7.1 | Have you ensured that all records relating to children at the service are maintained, including enrolment records, attendance records, health information, records of illness or accident? | ● Compliant ○ Non-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 enrol their child at the service? | ● Compliant ○ Non-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 ○ Non-compliant |

| R.168-169 R. 170-171 | STD7.1 | Do you ensure that your policies and procedures are followed? And always available? | ● Compliant ○ Non-compliant |
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| 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 ○ Non-compliant |
| R.29, R.180 | STD7.1 | Do you keep information about public liability insurance for your service on the premises? | ● Compliant ○ Non-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 ○ Non-compliant |
| R.165 | STD7.2 | Have you ensured that records of visitors to a family day care residence or approved venue are maintained? | ○ Compliant ○ Non-compliant |
| R.55-56 R.31 | STD7.2 | Have you ensured that your Quality Improvement Plan:<br><br>• Contains a statement of the service philosophy?<br>• Is reviewed and revised at least annually? | ● Compliant ○ Non-compliant |

**If you answered 'non-compliant': you are not meeting regulatory requirements and should take immediate steps to rectify this non-compliance. Use the box below to note the relevant Law/Regulation with your action.**

## Standard 7.1 Governance supports the operation of a quality service

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

**NOTE:** You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

| Concept | Element ID | Element | Identified evidence and key practices | Confirm |
|---|---|---|---|---|
| Service philosophy | ELE7.1.1 | A statement of philosophy guides all aspects of the service's operations. | 1. Area 4 of our philosophy speaks of our culture of respect and care. Educators are intentional in relationship development and modeling communication and social skills. Recently, through the "pick up gate" due to COVID school requirements, educators have cycled through gate duty, and taken opportunities to personally converse with parents and build respectful relationships, as well as learn more about family culture and values<br><br>2. Area 6 of our philosophy focuses on our community and relationships. Educators ensure children feel a sense of belonging through activities and programming, including club programming with external providers. This club programming has led to children being involved in external local sporting clubs and activities. In addition, local community businesses are visited during excursions, and supported through use of facilities for educator meetings.<br><br>3. Area 3 of our philosophy is based around positive open communications. Since our last cycle of assessment & rating, we have extended our communication points & channels for all parents at the service. We have created a Facebook page, allowing us to share vital information with families in a public setting, kinderloop to allow private program based communications, and we have also setup, in conjunction with our administrative services provider, SMS interactions for urgent / emergency situations | ◉ Met  ○ Not Met |

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| | | | 4. | Our philosophy is referred to regularly through our staff appraisal check ins and is the basis of our planning and programming cycles, our code of conduct, as well as everything we do at our service. It was updated earlier this year, following input from staff members and committee and shared with our parents for feedback.  Area 5 of our philosophy speaks about Quality Practices, and this is evident through reviewing our philosophy regularly and ensuring it aligns with our community. | |
| | | | 5. | Area 2 of our philosophy speaks of diversity & inclusion as well as developing respectful relationships with our community. Earlier this year we started to work on our Reconciliation Action Plan, to incorporate this respect for the community in which we operate.  We have started to enact this through an Acknowledgment of Country. This includes a section of sign language where all children sign the word "respect". Children participate in this Acknowledgment of Country with staff & older children. | |
| Management systems | ELE7.1.2 | Systems are in place to manage risk and enable the effective management and operation of a quality service. | 1. | Risk assessment is at the core of our processes at NWOOSH.  All staff undertake WHS training on employment, with a focus on assessing risk in the environment.  We have strong processes in place, including daily checklists and hazard reports completed by all staff on a rotating basis, termly checklist completed by our WHS lead, and communication regarding WHS risks and mitigation strategies on a weekly, and then daily basis on deputy, to ensure this is a shared responsibility. | |
| | | | 2. | Confidential records are safely stored but still easily accessible through both digital access through Becklyn Webserver, SharePoint and physical storage on devices accessed through passwords and sms pins, enabling efficient operation within our centre, including when we are unable to be physically on premises.  Medical plans are on display in the kitchen during session times, but are locked in the storeroom outside of session time to ensure these are not accessed inappropriately | ⊙ Met  ◯ Not Met |
| | | | 3. | Necessary information is readily available to all educators through the use of the deputy app. This app is used to communicate dietary requirements, cultural considerations, medical information (including summarised RMCP's), relevant permissions, educator placement and planning cycle actions, including intentional teaching themes.  This allows for strong informed operation of the service across all levels, responsive to the individual needs of the children | |

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| | | | 4. | Confidentiality is a strong focus across our staffing team.  All sharing of sensitive information with staff is being regularly reviewed.  Strategies currently implemented include using a private Facebook group, closing the door in staff meetings & confidential discussions not taking place in earshot of others. Due to our utilisation of walkie talkies & the knowledge this could be heard by others in the area, we are cautious to ensure we are not using last names whilst radioing children | |
| | | | 5. | Kinderloop is utilised for sharing of information with families that is private & confidential, such as how their child participates in the program.  When selecting individual children, the software is setup to only display to parents of this child.  Prior to utilising kinderloop, the terms & conditions were combed by management & staff, & discussion had with the developers regarding storage of information & access. Permission was also sought from families on enrolment for display of photos | |
| Roles and responsibilities | ELE7.1.3 | Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service. | 1. | Our induction and orientation procedures have evolved over time, to now include an Orientation seminar.  This was introduced as it was recognised that the information in relation to responsibilities, procedures, NQF, MTOP & supervision are critical to ensuring a smooth operation, and are understood more richly when we spend time & explore these in a group setting. Our team are incredibly positive about the session & enjoy the chance to learn alongside others who are new to the service | |
| | | | 2. | Through the philosophy review process and our self-assessment / QIP Zoom meetings, our Educators have come to a better understanding of our philosophy and how it guides our operation. The process of completing the review, and reflecting on staff members own individual philosophies, was empowering and collaborative, and ensured the philosophy that has now been developed is fully understood as a shared set of beliefs.  The format of the philosophy clearly speaks to the roles of the educators | ⦿ Met  ◯ Not Met |
| | | | 3. | Our checklists and processes for orientation and induction undertook a review.  We recognised that although there was a need for particular pieces of information to be conveyed and shared, the process would be made more meaningful where the staff members are mentored through the whole induction process by an experienced leader.  We therefore added to this to the appraisal group function, to allow for an ongoing relationship of learning from commencement | |

| | | | 4. | we recognise a good quality team is formed when staff understand their roles & responsibilities & have a common goal.  To create this, we have added some external training to our orientation process, including food handling standards, a child protection webinar, WHS webinar & full first aid training if the new employee is not certified. Internally, we train on multiple processes, along with our Philosophy and NWOOSH code of conduct, ensuring understanding of our shared goals and processes. | |
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| | | | 5. | An important part of hiring a new employee is ensuring they are fully aware of the roles & responsibilities relevant to their position. As such, Position Descriptions are attached to all contracts. These position descriptions list duties in key areas of the role & are easy to read & understand. When the job description is shared, staff are provided with the opportunity to clarify any points of uncertainty. The job description is then used for the purposes of formal sit-down reviews biennially | |

## Standard 7.2 Effective leadership builds and promotes a positive organisational culture and professional learning community

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

**NOTE:** You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

| Concept | Element ID | Element | Identified evidence and key practices | Confirm |
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| Continuous improvement | ELE7.2.1 | There is an effective self-assessment and quality improvement process in place. | 1. At NWOOSH we have our children complete surveys throughout our vacation care program. These findings provide us with information around routines & program, with suggestions being utilised to make improvements and changes. In Oct 2019, our children commented on the routine, asking to get back on the bus soon after lunch, and then playing games back at the centre, rather than staying at the venue for longer. We now consistently organise to return to the centre once lunch is completed<br><br>2. Parents are involved in the self-assessment by providing feedback about programs, structures & processes. In April 2020, we had a parent in health care ask questions as to our procedures, particularly around temperature checking & questions for staff regarding flu-like symptoms. We used this information to guide conversations with the school surrounding their processes, and chose to implement temperature checking for all staff, as well as check-in health questions using the deputy app<br><br>3. We have recently discovered a child needing further support at the centre and approached the school to advise our concerns. The school organised counselling support for the child, and then was able to assist staff to link with the counsellor for the purpose of capacity building and discussing training opportunities. The Management Committee was involved through review of process and policy surrounding this, with suggestions for improvement around clarity for all involved | ◉ Met   ◯ Not Met |

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| | | | 4. | NWOOSH Staff work closely with industry professionals through area OOSH meetings, training & think tanks, collaboration with the onsite preschool, and with our service administrators. During bushfire season early this year, we found although we did have a system to communicate with parents individually, we didn't have an efficient setup to advise parents of emergency updates. Our admin team wrote and trialled an SMS system, and this is now available for staff to use in the case of an emergency | | |
| | | | 5. | Staff are involved in quality improvement through our zoom self-assessment process formally, and informally though appraisal groupings, staff meetings, questioning of process as part of everyday practice & policy reviews. Over the past 6 months, our team met online on a very regular basis to review our service against the NQS & discuss areas for change, driving quality improvement plan goals and strategies. This review & goal setting has put increased focus on reflective practice with our team | | |
| Educational leadership | ELE7.2.2 | The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle. | 1. | We recognise the role of the Educational Leader is integral to our service. Following our last A&R visit, we increased the contract of the Becklyn Management Team to allow for more time for our Educational Leader role. More recently, recognising the need for further support, a decision was made to separate the role into 2 parts, effectively creating Educational Leader roles in both our K-3 & SKOOSH space. This change has allowed for increased focus on the program and cycle at NWOOSH everyday | | |
| | | | 2. | Our Educational leader role is supported by all involved at NWOOSH. At a management level, resourcing with time has increased, with at least 7hrs per week spent on our program & cycle. This time allows for input from all facets of our program, such as child & educator suggestions, visible interests of the group, reflective questioning, theorist input, learning outcomes & MTOP Practices. Our Educational leaders also use this time to question & work with each other about planning processes | ⦿ Met ◯ Not Met | |
| | | | 3. | Professional Development opportunities are provided for educational leaders, to ensure they have the skills and training to complete their roles and review their practices. OOSH area meetings have been split into two, with one being dedicated to Educational Leaders responsibilities. Our Educational Leaders attend these meetings regularly. Formal training is also a feature of our practice, with the Quality Development Program webinars being utilised most recently | | |

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| | | | 4. | Educational Leaders guide staff through intentional weekly Facebook and Kinderloop communications, providing access to programs, planning cycles, observations & follow up goals. Face to face, at pre-session briefings, our educational leaders & Supervisors then review the program with Educators, discussing reasoning behind the programmed experiences & the intended purpose. At the end of session, Educational Leaders inquire with staff, reflecting on programmed experiences & child involvement | |
| | | | 5. | Educational leaders spend time with key Supervisors discussing the educational program, enabling mentoring to take place in appraisal groupings over the week. Appraisal group leaders mentor educators in regard to implementation of the program, through discussing the observation and planning process, utilisation of technology, and understanding theorists. Observations are reviewed by the Educational Leader or Appraisal Leaders, and suggestions given to Educators to drive continuous improvement | |
| Development of professionals | ELE7.2.3 | Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development. | 1. | The performance evaluation system transitioned from bi-yearly to more frequent casual meetings & conversations, with in depth appraisals every 2 years. This shift in performance appraisal system was made due to recognising the existing system was more of a tick and flick approach, rather than one with substance and development / support its core focus.  This has created more motivation for reaching our goals & has allowed for active mentoring between experienced senior staff members & educators | (●) Met ( ) Not Met |
| | | | 2. | Our biennial formal reviews are 360 degree reviews, allowing for involvement of parents, staff, children and management, as well as providing opportunities for self-assessment and review.  This 360 degree appraisal system drives opportunities for review of strengths and areas for improvement, and also helps us to be aware of what may be happening behind the scenes, but might not be as explicit to our families and management committee | |
| | | | 3. | The recent change in our appraisal system, although firstly focussed on ensuring quality reviews and development for staff, has had an extra impact in allowing our senior staff to take on a stronger leadership and mentoring roles, developing their own capabilities. Throughout this process, appraisal leaders are encouraged to ask for feedback on their own performance also, and what the individual needs from them to succeed | |

| | | | 4. | Professional development is at centre of our learning & development process. Training courses are run for staff regularly, and internal training is highly utilised as a mechanism to collectively review centre practices. During COVID, whilst external training opportunities have been limited, staff have participated in the QDP webinars, & a large amount of internal training & development, including zoom meetings on QIP and self-appraisal, Reconciliation Action Plan, WHS & Supervision plan | |
| | | | 5. | A full training and mentoring program is created for when staff move between an Educator and CS role, to allow them to be completely across the requirements, have goals set that are achievable and specific & be supported through the process. These programs are run by their appraisal leaders, with whom there is already a strong relationship of learning & development, & are tailored to meet the needs of the individual, with opportunities provided for the staff member to have input into their plan | |

## Quality Area Seven: GOVERNANCE & LEADERSHIP

**Standard 7.1 - Governance supports the operation of a quality service.**

**Standard 7.2 - Effective leadership build and promotes a positive organisational culture and professional learning community.**

Effective and efficient leadership is necessary in governing day-to-day operations of our centre. This governance provides the key stakeholders (staff, families, community and children) the benefits which both a positive organisational culture and on-going professional development/support deliver. To ensure delivery of a high-quality level of service, leadership/management individuals and teams strategically lead from a position of reflection and continuous improvement regarding current practice, recognition of improvement areas and development of S.M.A.R.T. goals to appropriately implement these strategies. The focuses of improvement for this area include:

- Upon interaction with ACECQA's 'Educational Leadership Resource', the two educational leaders reflected with the Nominated Supervisor regarding their roles and fundamental defining actions. This reflection lead to discussion regarding reviewing support processes for educational leaders to engage and extend their educators' professional development.

  Progress Notes: Educational Leaders, in collaboration with the Nominated Supervisor, reviewed their roles and identified that the support they give to the team was crucial to providing quality practice.  As part of this we reviewed the current support process provided to educators and have created a Facebook post with reflective questions for the team to provide ideas and feedback. Ideas are now being discussed regarding reviewing the feedback and how these can be adjusted, implemented and reviewed.

- Due to both significant growth in staff numbers and a managerial refocus from an objective management appraisal approach to an ongoing proactive/supportive appraisal approach (which maintained goal setting as a key component), the need to review and adjust appraisal procedure is highly evident to better encourage and empower all staff in providing quality service.

Progress Notes: A survey was taken to incorporate staff opinion into the updated appraisal group format updated. Roleplaying feedback scenarios provided educators opportunity to input on the effectiveness of feedback received and ensure individualised support.
- Staff were separated into focused appraisal groups. This created opportunities to engage staff in regular check-ins to ensure continual support was provided. A review of this updated procedure was provided through appraisal group discussions which focused on the effectiveness of the support being provided.
- At the beginning of 2020, discussions occurred with management and appraisal leaders discussing and adjusting groups depending on designation of educators within age groups and leadership and feedback preferences.
- During COVID-19 – zoom break out rooms during zoom staff meetings provided the opportunity to continue to support and engage staff in professional development and wellbeing.
- Ideas are now being brainstormed to provide additional resourcing to equip appraisal leaders to guide their team in professional development through leadership training opportunities.