

MAPPING THE SURVEYS TO THE NATIONAL QUALITY FRAMEWORK: AN EXAMPLE



In this document we provide an example of mapping questions from *The CBDC Educator Survey* to the National Quality Framework (NQF). This document is intended to show you the direct applicability of participating in the surveys to the everyday requirements of early and middle childhood services.

The table below outlines examples of how *The CBDC Educator Survey* links to the NQF. The NQF draws on and supports other national and international policies, which recognise that inclusion is an important aspect of quality early and middle childhood education and care. NQF compliance is therefore important in assessing the capacity and capabilities of services to embed quality inclusive practices into their delivery of early and middle childhood education programmes.

While the responses to the surveys are anonymous and confidential **and in no way form any part of the formal accreditation process**, this table provides examples of ways in which engaging in the process of responding to the survey questions can not only provide data for this project, but can also be useful to services in reflecting on and documenting practices in relation to the requirements of the NQF.

Once you have finished your survey, you can print a copy of your completed survey, and your certificate of completion (available to download at the end of the survey). When undergoing the NQF accreditation processes, you can share a copy of your certificate of completion to your assessor to demonstrate engagement in critical reflection. You may also find your completed survey responses helpful in working towards your Strategic Inclusion Plan and your Quality Improvement Plan.

Mapping CBDC Educator Survey questions to the National Quality Framework

Question	Links to the NQF
What do you think inclusive education and care means?	National Quality Standard (NQS) 1.1.5
Can you share how you support the inclusion of the children <i>and</i> families/caregivers in your service	NQS 1.2; 5.2.1; 1.1.1
Have you found any challenges or barriers in embedding inclusive practices? If yes, please describe these.	NQS 1.1.3; 1.1.5; 1.2.3
I/we am/are concerned when our programme does not enable <i>all</i> children to participate equally as valued members of this service	NQS 1.1.5; 1.2.3
How do you support children to be inclusive? (You may wish to note strategies and resources that you use.)	NQS 1.1.2; 1.1.1; 5.2.1
I/we regularly try different strategies and approaches to include <i>all</i> children all of the time	NQS 1.2.1; 1.2.3
I/we often question whether my/our values and attitudes are equitable and/or inclusive for all children and families/caregivers.	NQS 1.2.3; 4.2.2
I/we worry for other children if one child is needing a lot of my/our attention.	NQS 1.1.5
Our practices encourage all children to understand and value diversity and differences in themselves and each other.	NQS 1.2; 5.2.1; 1.1.1
I/we consistently encourage children and my colleagues/each other to recognise the positive contribution that every child makes.	NQS 1.2; 1.1.5, 5.2.1; 6.1; 4.2
Even if I/we have spent a lot of time developing an approach or strategy, if all children are not included, I/we will start again.	NQS 1.1.5; 1.2; 1.1.3
We are successful in implementing inclusive practices in our service because we communicate well across our team.	NQS 4.2.2; 6.3.3
I/we would like to build my/our capability to guide children whose behaviour I/we find challenging.	NQS 1.2
When children behave in ways I/we find challenging, I/we use strategies that will support the child/ren's emotional wellbeing.	NQS 1.2; 5.2.2
The resources we access help us to successfully support the diverse needs and interests of all children in our setting.	NQS 1.1.3; 1.2; 3.2; 3.1.3
I/we feel confident in acknowledging and working with the traditional custodians of the land and/or the local Aboriginal and Torres Strait Islander community.	NQS 6.2
I/we do not see the diverse languages of children and families in our service as a barrier to inclusion.	NQS 6.1
I/we do not see the diverse cultural practices of children and families in our service as a barrier to inclusion.	NQS 6.2
I/we would like more guidance to understand and include the different cultures of the children and families of the local community into our service.	NQS 6.1; 6.2

I find it easy talking with families/caregivers about our concerns for their children.	NQS 6.1; 6.3.2
I I/we would like to have more support and information to build my/our understanding of ways to support children and families/caregivers who have experienced trauma.	NQS 6.1; 6.2
I feel well prepared in welcoming and supporting children and families/caregivers where a child is labelled as gifted, or 'twice exceptional' ('twice exceptional' meaning a person who is labelled as both gifted and labelled as having a disability).	NQS 6.1
I feel confident in welcoming and working with children and families/caregivers, or 'unaccompanied children' who came to Australia as refugees or are seeking asylum in Australia.	NQS 6.1
I feel well prepared to fully include children who live in out of home care, and their caregivers.	NQS 6.1
I feel well prepared to welcome and fully include children and families/caregivers who experience mental health issues.	NQS 6.1
I feel well prepared to engage with and fully include children and families/caregivers who experience disability.	NQS 6.1; 6.2
I feel well prepared to engage with and fully include children and families where a family member is in prison.	NQS 6.1; 6.2
I feel well prepared to support all family structures (including families of all genders and sexualities, single parent families, grandparent caregivers, etc).	NQS 6.1; 6.2
We have a whole service approach to inclusion that is embedded across all our practices.	NQS 4.2; 4.2.2; 1.2
The leaders/managers in our service consistently support us in developing and trying out new ideas and strategies to achieve inclusion.	NQS 1.2.1; 4.2.2
What support is provided by service management to facilitate inclusion?	NQS 1.2.1; 4.2.2; 6.3.1
What further support or education would you like to see provided by leadership/management to build capacities and capabilities for inclusion?	NQS 6.3.1; 1.1.1
What are some approaches you use when children are behaving in ways that are seen as challenging?	NQS 5.2.2; 6.2.1
Please describe an example of how you have worked with families/caregivers regarding concerns about children. How has the Inclusion Support Programme impacted on how you work with families?	NQS 6.2.1; 6.1
How do you support the transitions of children and families? For example, transitions within the service and between services including the transition to school.	NQS 6.1; 6.2
What resources do you use to use to support the diverse needs and interests of all children in your setting? Are there other resources that you believe would assist you in facilitating inclusion that you don't currently have access to? If so, can you share what these are?	NQS 1.1.3; 1.1.5; 3.2