



Weekly Goals



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|  |  |
|--|--|
|  | <ol style="list-style-type: none"> <li>1. Set a goal for the week.<br/>Goal doesn't always need to link to NQS Element. A goal can be used to solve a challenge or be positive improvement i.e. learning area setup</li> <li>2. Identify barriers</li> <li>3. Track the goal daily</li> <li>4. Celebrate achieved goal.</li> </ol> |
|--|--|



Element

## 6.1.1 Engagement with the service

Families are supported from enrolment to be involved in the service and contribute to service decisions.



Your NQS practice now?



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**In the box below, brainstorm (5 minutes) what you are currently doing for NQS Element 6.1.1 and why you doing this?** This is the first part of self-assessment for the NQS. You discover where your practices and knowledge are currently. On the next page you'll complete the second part of self-assessment using the checklist to compare what you're doing now to the meeting indicators of Element 6.1.1.

### Week 1, 28 to 31 January 2020 – 6.1.1 Engagement with the service

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Checklist



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**Why are you doing the checklist?**

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' The checklist will assess your practices against the NQS Element. If you embed all the things in the checklist, then you are meeting the Element 6.1.1. If there's something on the checklist that you're not doing, then you need to either adjust your practice to do it, or ask for help and training to do what's on the checklist ie work with your educational leader or room leader who should teach/coach you how to do it.

**The checklist keys to use.**

- E = **Embedded** I do that **ALL** the time
- K = I **know** I need to do that, but I don't do it all the time
- T = Please **teach** me how to do it or improve my understanding of why I need to do it.

|                 |  |
|-----------------|--|
| Name Educator 1 |  |
| Name Educator 2 |  |
| Name Educator 3 |  |
| Name Educator 4 |  |
| Name Educator 5 |  |

|  | ED1 | ED2 | ED3 | ED4 | ED5 |
|--|-----|-----|-----|-----|-----|
| <b>Pre-enrolment and Orientation</b>   |     |     |     |     |     |
| Talk with new families about room routines, children's routines and families' values and expectations for their child's care and learning during pre-enrolment visits or orientations  |     |     |     |     |     |
| Reflect on ways you can meet families' expectations and promote continuity of care between home and the Service  |     |     |     |     |     |
| Making sure you fully understand any specific medical/behaviour/nutrition/physical activity/learning needs children may have and any related services they access and regularly involving families in decision making processes around these needs       |     |     |     |     |     |
| Sharing information with families about strategies you will use and they can use to help their child happily settle at the Service as soon as possible eg handover conversations, immediately engaging child in interest, hugging and soothing child etc |     |     |     |     |     |
| Considering the individual needs of each child and family when helping children settle-in at the Service   |     |     |     |     |     |
| Giving families honest information about how their child is settling – in  |     |     |     |     |     |

**Communication**

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| Always being polite, respectful and professional when communicating with families, children and other staff?   |  |  |  |  |  |
| Knowing parents' names, and always using them in conversation and other communications   |  |  |  |  |  |
| Regularly encouraging families to help build curriculum by sharing their culture, jobs, interests etc  |  |  |  |  |  |
| Regularly sharing information with families about their child's participation in the Curriculum, and their achievements and needs  |  |  |  |  |  |
| Responding to families' questions, concerns and requests quickly and professionally?   |  |  |  |  |  |
| Showing families relevant policies and procedures where relevant and encouraging them to participate in updates and reviews  |  |  |  |  |  |
| Always acting on (or passing on) comments, suggestions or information from families which could improve practice or be useful for the Service's Quality Improvement Plan |  |  |  |  |  |

**You must remember, the NQS is not something extra to do. It is there to guide your everyday practice so you service can achieve at least meeting.**

**Week 1, 28 to 31 January 2020 – 6.1.1 Engagement with the service**

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Checklist



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Using what you do (from your brainstorming session) and the checklist write a short paragraph which could be added to your QIP as a strength. **Why are you doing this?**

QIP's need to have personalised stories about your practice so the assessor can ask educators about why and how they do things. For example: The checklist asked "Do you consider the individual needs of each child and family when helping children settle-in at the Service?"

"Educator Kate plants vegetables with Charlie as a strategy to help him happily settle at the service and strengthen the connection between home and care. Charlie lives on a farm and grows vegetables at home and his mum has often discussed how much he loves gardening".

Add your personalised story below.



Regs!  
Do you  
do this?

**What regulation goes with this NQS Element? Regulation 157 Access for Parents**

**What do educators need to do to comply with the Regulation?**

Educators must always let parents/guardians into the Service if their child's there unless there's a Court Order prohibiting the parent's access, or it wouldn't be safe for other children or staff.

Add any comments here:

**Week 1, 28 to 31 January 2020 – 6.1.1 Engagement with the service**

**Why are you doing this?** It's not just because critical reflection is an Exceeding theme. Critical reflection shows you how to solve problems and improve practice. You can also use the outcomes of your critical reflection in your Service QIP (Improvement section). All educators must contribute to the QIP. It's part of your job. Use this template to help do this and show the assessor how critical reflection has created changes in your practice. **Thursday 30 January 2020**

### Step 1 Critical Reflection



#### Critical Reflection

The EYLF and MTOP say "Critical reflection involves closely examining all aspects of events and experiences from different perspectives." There is no checklist for critical reflection.

Please watch the video for more information



Video Training Click Here

#### Example Situation

We have recently had a new family join us. They are originally from Ethiopia.



#### Child/ren

*I don't feel like I belong here. There's no games or resources that show African people or cultures. The other kids treat me differently 'cause they're not used to playing with kids who look different to them. (Ethiopian child)*

#### Educators and Nominated Supervisor

*I'm not sure how to make connections with this new family. I feel like I should know more about Ethiopian cultures and lifestyle but I'm too scared to ask the parents 'cause I might sound stupid or disrespectful (educator).*

#### Families and community

*I wonder why the curriculum covers other children's lives but not my child's. If staff aren't sure about Ethiopian traditions and lifestyle they just have to ask.*

#### Theorist and current research

*Lave and Wenger (1991) argue that learning is a social process where knowledge is co-constructed and that such learning is situated in a specific context and embedded within a particular social and physical environment.*

### Step 2 Change Practice

Now you have reflected through the eyes of others, you are ready to make well informed decisions and plans to implement a change in your practice. List the changes below.

*Educators mentioned their concerns about building curriculum for the Ethiopian child to the Educational Leader. After further discussion between the EL and educators, it was agreed the EL would speak with the child's parents the next day when they dropped off and collected the child about getting input into the curriculum. The EL would also invite them to share aspects of their culture and heritage with the children. Educators would use the communication between the EL and parents as a model for further communication with families.*

*The EL also asked the NS if they could buy some resources reflecting African people and cultures. First up they would source some children's books. Educators suggested they could also make some games after getting some ideas from parents.*

*Mum was very happy to come in and talk about some typical children's games (and also cook some amazing Ethiopian food which we all enjoyed). The children had a lot of fun playing 'Akukulu' which is similar to hide and seek.*

### Week 1, 28 to 31 January 2020 – 6.1.1 Engagement with the service

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**Why are you doing this?** It's not just because critical reflection is an Exceeding theme. Critical reflection shows you how to solve problems and improve practice. You can also use the outcomes of your critical reflection in your Service QIP (Improvement section). All educators must contribute to the QIP. It's part of your job. Use this template to help do this and show the assessor how critical reflection has created changes in your practice.

**Thursday 30 January 2020**

**Step 1 Critical Reflection**



**Critical Reflection**

The EYLF and MTOP says "Critical reflection involves closely examining all aspects of events and experiences from different perspectives". Critical reflection has no criteria like the checklist..

Select one or more from below to critically reflect upon:

- The environment is welcoming for all families
- Communication is respectful and sensitive for all families
- Diversity is recognised and valued when engaging with families
- Families' questions, concerns and requests are responded to in a prompt and courteous way
- Educators implement a range of strategies to share information and engage families in decision-making processes.



Child/ren

Educators and Nominated Supervisor

Families and community

Theorist and current research

**Step 2 Change Practice**

Now you have reflected through the eyes of others, you are ready to make well informed decisions and plans to implement a change in your practice. List the changes below.

**Evaluate the change in practice due to your reflection**

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Working Towards

When Cade and his mum turned up for Cade’s first day, he was very upset and educators struggled to help him with his separation anxiety. They tried a couple of different things but nothing really worked.

The green text is directly related to the meeting indicators for Element 6.1.1 on pages 254-257 of the NQS Guide



Meeting

While our Nominated Supervisor Matt showed a potential new family around our Service Mum Angela said she wasn’t sure how her son Cade would settle as his father was in the Army and had recently left for a tour of Afghanistan. Dad was going to be away for 6 months and Cade was already missing him and showing signs of distress. **Matt said educators had lots of strategies for settling children and they would work with her to help Cade settle as soon as possible. For example, Cade would need to understand that she was coming back at the end of the day seeing he’d already ‘lost’ his dad, so educators would use words like “I’m here to keep you safe until Mum comes back after afternoon tea.”**



Exceeding

Below is a case study that demonstrates how the Exceeding themes 1 Embedded Practice, 2 Critical Reflection and 3 Meaningful engagement with families and communities link into practice. **The blue text is based on or directly quotes the exceeding indicators in the NQS Guide pages 262-264.**

While our Nominated Supervisor Matt showed a potential new family around our Service Mum Angela said she wasn’t sure how her son Cade would settle as his father was in the Army and had recently left for a tour of Afghanistan. Dad was going to be away for 6 months and Cade was already missing him and showing signs of distress. Matt said educators had lots of strategies for settling children and they would work with her to help Cade settle as soon as possible. For example, Cade would need to understand that she was coming back at the end of the day seeing he’s already ‘lost’ his dad, so educators would use words like “I’m here to keep you safe until Mum comes back after afternoon tea.” They would also plan activities and experiences which involved learning about the Army, soldiers, the countries they’re deployed to etc to help Cade understand Army life and because the Curriculum was always based around children’s interests and family lives. **At this point Matt explained how many parents participated in the Curriculum by sharing their interest, job or culture with children and encouraged Angela to consider sharing what life in the Army is like for families.** Cade would love it if she visited and Angela agreed to organise a date with educators. **Matt also mentioned there were a couple of other Service families where a parent was deployed overseas, and offered to help Angela get in touch and potentially develop a support group.**

Write an example and use the exceeding theme (words in blue) to show how you are exceeding.

Or write a plan describing how you could improve to get to exceeding.

**Week 1, 28 to 31 January 2020 – 6.1.1 Engagement with the service**

## Parental Interaction and Involvement in the Service Policy

- We will communicate with families in a variety of ways
- We will provide relevant information to families in their home language if necessary
- We take complaints by families seriously. We may ask that complaints raised verbally be put in writing. We will use our Grievance Procedure to investigate and action complaints
- Families are encouraged to be involved in all aspects of our Service eg by sharing information about their family or culture, making suggestions about service operations, assisting with daily activities
- We have an 'Open Door' policy and welcome families at all times.

Do you have any feedback or comments about this policy? Please include below.

| Educator's Name | Educator's Signature |
|-----------------|----------------------|
|                 |                      |
|                 |                      |
|                 |                      |
|                 |                      |
|                 |                      |
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Completing the table below gives you information about where the ideas and activities in your curriculum are coming from. Remember the EYLF and MTOP require most of your curriculum to be based on children's ideas and interests, or related to their families and community. Educator input should not be the largest number in the table.

The table is designed to be used with Centre Support's curriculum symbols showing where an activity or experience came from. Count the symbols for child input, family input etc and add under the Total Column. To work out the percentage divide each input number by the total of all inputs and multiply by 100.

**Exceeding theme 2: Practice is informed by critical reflection**

| Curriculum Input | Total | Percentage |
|------------------|-------|------------|
| Child Input      | eg 20 | eg 57%     |
| Family Input     | eg 10 | eg 28%     |
| Community Input  | eg 3  | eg 9%      |
| Educator Input   | eg 2  | eg 6%      |
| <b>Total</b>     | eg 35 | eg 100%    |

| Curriculum Input | Total | Percentage |
|------------------|-------|------------|
| Child Input      |       |            |
| Family Input     |       |            |
| Community Input  |       |            |
| Educator Input   |       |            |
| <b>Total</b>     |       |            |

Completing the table below helps you reflect on how your day at work went compared to your best ever and worst ever days. Think about why you've given the day this rating. What could you change?

|       |           |    |    |    |    |   |               |    |    |    |    |
|-------|-----------|----|----|----|----|---|---------------|----|----|----|----|
| Mon   | -5        | -4 | -3 | -2 | -1 | 0 | +1            | +2 | +3 | +4 | +5 |
|       | Worst day |    |    |    |    |   | Best ever day |    |    |    |    |
| Tues  | -5        | -4 | -3 | -2 | -1 | 0 | +1            | +2 | +3 | +4 | +5 |
|       | Worst day |    |    |    |    |   | Best ever day |    |    |    |    |
| Wed   | -5        | -4 | -3 | -2 | -1 | 0 | +1            | +2 | +3 | +4 | +5 |
|       | Worst day |    |    |    |    |   | Best ever day |    |    |    |    |
| Thurs | -5        | -4 | -3 | -2 | -1 | 0 | +1            | +2 | +3 | +4 | +5 |
|       | Worst day |    |    |    |    |   | Best ever day |    |    |    |    |
| Fri   | -5        | -4 | -3 | -2 | -1 | 0 | +1            | +2 | +3 | +4 | +5 |
|       | Worst day |    |    |    |    |   | Best ever day |    |    |    |    |

Space for further reflections if required

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