



Weekly Goals



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this section

	<ol style="list-style-type: none"> 1. Set a goal for the week. 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 Click here for goal template. 2. Identify barriers 3. Track the goal daily 4. Celebrate achieved goal.
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Element

6.1.2 Parent views are respected

The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.



Your NQS practice now?



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this section

In the box below, brainstorm (5 minutes) what you are currently doing for NQS Element 6.1.2 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 6.1.2.

Week 2, 3 to 7 February 2020 – 6.1.2 Parent views are respected

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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
Learning documentation is displayed in a way which encourages families to contribute to curriculum decision-making					
You take families to curriculum displays and discuss their child's learning with them					
You work with families to try and implement consistent routines at the service, home and school which ensure the rights of each child eg rest/relaxation, food, transitions etc					
You regularly share information about each child's care routines with their families eg rest/relaxation, food, transitions etc					
You talk with families about the values and expectations they have for their child's wellbeing and learning eg social interaction, literacy, play-based learning, exploring different foods					
You regularly talk with each family about their child's needs, interest and strengths and use the information when implementing curriculum and care routines					
You make sure families can see how their input was used to promote their child's learning					
You adapt your practice to best meet each child's unique family and community situation without letting personal beliefs and values impact outcomes					
You regularly share children's achievements and interactions with families eg at drop off/pick up, through communication board or closed Facebook groups					
You respond to families' suggestions/ queries quickly and professionally ie implement suggestions or explain why you haven't done so					
You invite families to contribute to the curriculum eg by asking them					
<ul style="list-style-type: none"> • about experiences and resources child uses at school, in the community and home • to share their culture directly or through cultural objects • to lead an activity in which they have a special interest or expertise • to contribute loose part materials • to share family ideas, hobbies and sporting activities • to bring in objects which hold special meaning for the family 					
You tell families about some activities in advance so they can provide feedback					
You tell families about any incidents involving their child as soon as possible, and always before they collect their child					
You invite families to participate in regular evaluations of their child's progress					
You encourage families to discuss their child's progress against learning outcomes with you at any time, and make an appointment with them where required					

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

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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 invite families to contribute to the curriculum eg by asking them... to lead an activity in which they have a special interest or expertise?"

"Educator Sarah reads her children's enrolment forms to see what expertise the families might have. She discovered a parent is an expert in hydraulics. She invited them in to run a lesson with the children which was followed up with the children making their own hydraulic arm with cardboard, and large and small syringes ."

Add your personalised story below.

Use these personal stories to help complete you QIP to a meeting level.



Regs!
Do you
do this?

What law goes with this NQS Element? Law section 133 Assessment for rating purposes

Who has to do what?

The Approved Provider must ensure that all staff including all educators can show how they implement the meeting indicators for each element to achieve a meeting rating, and the exceeding indicators to achieve an exceeding rating.

Add any comments here, for example how are you and your educators meeting this part of the law:

Week 2, 3 to 7 February 2020 – 6.1.2 Parent views are respected

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. **Wednesday 5 February 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
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Example Situation

Mum Amal is upset Zorah doesn't seem to be mixing well with the other children.



Child/ren
Mum keeps going on about making friends, but not many of the kids want to play with me.

Educators and Nominated Supervisor
Zorah seems happy but she is very quiet. Not sure if we should step in and help her make friends or wait a little longer and see what happens.

Families and community
Zorah's an only child and it's really important to me that she learns how to socialise well with other children. Educators seem to be more focused on other things though, like numbers and literacy.

Theorist and current research
Socio-behaviourist theories focus on the role of experiences in shaping children's behaviour (EYLF/MTOP). We can support Zorah by role modelling social interactions and encouraging her to engage in behaviour that promotes positive friendships.

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.

Room Leader Jo spoke with the Educational Leader about Mum Amal's concerns. Together they reviewed Zorah's enrolment information but there was nothing there about the values and expectations the family had for Zorah's learning.

The Educational Leader spoke with the Nominated Supervisor about changing the enrolment process to include this information. At a staff meeting several weeks later educators were enthusiastic about the change, saying this type of information would be very useful for building curriculum and engaging with parents.

Week 2, 3 to 7 February 2020 – 6.1.2 Parent views are respected

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Wednesday 5 February 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:

- Learning documentation is displayed in way which encourages families to contribute
- The curriculum reflects the values and expectations of families
Personal beliefs and values don't affect children's learning or wellbeing
- Families are encouraged to contribute to the curriculum
- Educators regularly share children's achievements and interactions with families



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

Week 2, 3 to 7 February 2020 – 6.1.2 Parent views are respected

Why are you doing this?

In this new section where are looking at Quality Area 1 each week, but nothing is written. It's all quick small videos explaining the background of quality area and how you can look at your practices. Click on the icons to the right to watch the videos.

Training Video 1



Video Training
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Training Video 2



Video Training
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Complete QIP

Write your QIP with what you have completed over the week. Why are you doing this?

You have discovered where your service practice is compared to the NQS Guide (comparing what you currently do and Monday's checklist). This is the process of self-assessment. If you have discovered practices, processes, checklist, areas you need to improve upon, write them here below.

If your practice is meeting you write 'How' by completing a short story from Tuesday's activity. Then you have critically reflected which has started the exceeding process. Now you are going to write your story as a strength in your QIP (the next page). Use the below points to guide your writing.

Inclusions	Yes	N/A
1. Write the room location into the strength . This will ensure the assessor knows where to look for your strengths.		
2. Write the educator's name into the strength. This will ensure the assessor knows who to ask about your strengths.		
3. Include the child/children's names in your strength. This will give educators confidence to talk about a subject they know about (the child/ren).		
4. Evidence eg learning story, photo that's easy to access.		
5. Write how you are achieving the exceeding themes.		
Embedded Practice		
Critical Reflection		
Engagement with families/community		
6. Tell the assessor exactly where to find the location of other evidence they need to see to show how you're exceeding.		
7. Show the assessor the location and time of other practice they need to observe to show how you're exceeding.		

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Working Towards

Zane was bitten by an ant while playing outside. He was very upset but we applied an icepack in line with St John Ambulance advice. We didn't think Mum needed to get upset about it too so didn't tell her.



Meeting

The green text is directly related to the meeting indicators for Element 6.1.2 on pages 258-259 of the NQS Guide

Zane was bitten by an ant while playing outside. He was very upset. Educator Rosa rang Mum to tell her what happened straight after he was bitten and we explained we were applying an icepack in line with St John Ambulance advice. She was happy to hear he was calming down and there were no adverse reactions to the bite.



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.

Zane was bitten by an ant while playing outside. He was very upset. Educator Rosa rang Mum Kirsty (as this was her preferred method of communication) to tell her what happened straight after he was bitten and we explained we were applying an icepack in line with St John Ambulance advice. She was happy to hear he was calming down and there were no adverse reactions to the bite. She said we were doing the right thing and she was happy for us to continue.

At a room meeting we reflected on ways to ensure children weren't bitten by ants in the future. All educators contributed and we eventually decided to speak with the Nominated Supervisor about moving the compost bin.

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 2, 3 to 7 February 2020 – 6.1.2 Parent views are respected

Orientation for Children Policy

- Orientation procedures help maintain continuity of care during transitions (eg home to Service)
- Orientation visits enable educators to establish relationships with children and their families and understand their needs, interests and abilities
- During orientation visits we will advise families what they need to provide, how we will communicate, and where to access information
- We will also advise parents of techniques to help their child settle in as soon as possible, and invite them to ring if they have any concerns
- We will plan ahead with families to ensure transitions between rooms or to school are positive experiences for children and families

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%
Total	eg 35	eg 100%

Curriculum Input	Total	Percentage
Child Input		
Family Input		
Community Input		
Educator Input		
Total		

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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