



Weekly Goals



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to learn how to complete 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

6.1.3 Families are supported

Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.



Your NQS practice now?



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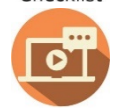
to learn how to complete this section

In the box below, brainstorm (5 minutes) what you are currently doing for NQS Element 6.1.3 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 6.1.3.

Week 3, 10 to 14 February 2020 - 6.1.3 Families are supported



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 6.1.3. 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
Do you regularly review the family information area so you're familiar with the current resources and information available about parenting and family wellbeing?					
Do you show families relevant information in the family area?					
Do you source information families need about parenting and family wellbeing if it's not in the information area?					
Do you offer to connect families with professional support in the community?					
Do you work with families, and outside professionals where relevant, to develop and implement support plans?					
Do you talk with families about the EYLF learning outcomes so they can understand their child's progress?					
Do you talk with families about the NQS and the Regulations so they can understand service practices in the context of these?					
Do you giving families information in a way that's easy to understand eg no acronyms or abbreviations they may not understand?					
Do you talk with families about things that are happening at the service eg excursions/incursions, changed play areas/set ups, changes to room routines, policy updates, philosophy reviews, upcoming events?					

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.

Week 3, 10 to 14 February 2020 - 6.1.3 Families are supported

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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 offer to connect families with professional support in the community?"

"Educator Bek identified a parent was struggling to understand why their child was behaving in certain ways. Bek sourced information from the ACECQA website regarding inclusion support, from there, Bek discovered the Inclusion Agency for her state and made contact and they provided helpful and relevant information about services for the parent".

Add your personalised story below. You can use these personal stories to help complete you QIP to a meeting level.



Regs!
Do you do this?

What Regulation goes with this NQS Element? Regulation 177 Prescribed enrolment and other documents to be kept by approved provider

Who has to do what?

In relation to Element 6.1.3, educators must make sure they accurately document:

- assessments of each child's participation in the program, their needs, interests, experiences and progress against the learning outcomes (Reg 74)
- incidents (Reg 87)

They must show/provide a copy of these records to parents who ask to see them (unless there's a Court Order prohibiting this).

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

Week 3, 10 to 14 February 2020 - 6.1.3 Families are supported

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 12 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 Click Here

Example Situation

Angus often bumps into things or knocks things over. Parents are constantly calling him clumsy.



Child/ren

It's so annoying when Angus accidentally destroys what we're making. Why aren't teachers or his mum and dad doing something about how clumsy he is?

Educators and Nominated Supervisor

I've noticed a few other tell-tale signs that Angus may not just be clumsy. I'm just not sure I know enough to do something about it.

Families and community

I'm sick of other families and friends commenting about how clumsy Angus is. They say it as a joke but I feel like they're having a go at my parenting. I wish I knew what to do.

Theorist and current research

Socio-cultural theories emphasise the central role that families and cultural groups play in children's learning (EYLF/MTOP). Teachers can support parents by providing information about relevant topics and helping families make connections with professional services in the community.

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.

Educator Tara spoke with the Educational Leader about her concerns for Angus. Together they reviewed the information in the parent library and found a brochure on Special Needs. After reviewing typical behaviours for autism, global delay and sensory processing disorder (SPD) they suspected Angus may have SPD.

The Educational Leader made an appointment with mum Jacinta and together with Educator Tara referred to documented evidence showing Angus' behaviour patterns and progress towards the learning outcomes, and the information on SPD. While Jacinta was a bit taken aback at first, she immediately began to recognise some of the other behaviours in the home environment. She said she was relieved that finally she may be able to explain Angus' clumsiness. She agreed to take him to a local specialist. We'll provide documentation she can take, and she's happy for us to work with the specialist if required.

Week 3, 10 to 14 February 2020 - 6.1.3 Families are supported

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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. **Wednesday 12 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:

- Educators help families locate community services or parenting information
- Educators regularly review information in family area
- Educators work with outside professionals to support children
- Educators talk with families about service events and changes



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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Why are you doing this?

In this new section we are exploring Quality Area 1 each week by viewing quick, small videos explaining the Area’s background and how you can look at your practices. Click on the icons to the right to watch the videos.

Training Video 1



Video Training Click Here



Complete QIP

Write your QIP using what you’ve completed over the week. Why are you doing this?

You have discovered where your 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 below. Use this to improve practice and select contributions to the QIP Improvement Plan.

The next step if you’re meeting the indicators is to self-assess against the Exceeding Indicators. We will look at these more closely next week. On the next page we look at how to write meeting and exceeding strengths in your QIP. Use the below points to guide you 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.		

Week 3, 10 to 14 February 2020 - 6.1.3 Families are supported



Working Towards

Shania’s mum said the family had been awake a lot in the night because their 6 month old was very unsettled. They were all getting very sleep deprived and she hoped baby Isaac soon got over whatever was troubling him.



Meeting

The green text is directly related to the meeting indicators for Element 6.1.3 on pages 260-261 of the NQS Guide

Shania’s mum Jackie said the family had been awake a lot in the night because their 6 month old was very unsettled. They were all getting very sleep deprived and she hoped baby Isaac soon got over whatever was troubling him. Educator Shauna took Jackie over to the parent library and gave her a brochure on sleep settling techniques, and contact details for a local baby sleep clinic.



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.

Shania’s mum Jackie said the family had been awake a lot in the night because their 6 month old was very unsettled. They were all getting very sleep deprived and she hoped baby Isaac soon got over whatever was troubling him. Educator Bek took Jackie over to the parent library and gave her a brochure with comprehensive, current and accessible information based on guidance from Better Health Channel on sleep settling techniques to support parenting and family wellbeing and contact details for a local baby sleep clinic. She also suggested a visit to the doctor in case Isaac had something physically wrong eg an ear infection. Jackie collected Shania the next day and said she’d taken Isaac to the GP who found a couple of ulcers in Isaac’s mouth. This would be causing him pain and also affecting his feeding. Doctor prescribed some anaesthetic mouth gel for the ulcers. In the next couple of days Jackie could see how this interaction contributed to building a strong supportive relationship with Shania’s family, and made it much easier to exchange information about Shania’s progress towards learning outcomes.

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 3, 10 to 14 February 2020 - 6.1.3 Families are supported

Incident, Injury, Trauma and Illness Policy

- Parents must be notified about incidents involving their child as soon as possible on day of incident (no later than 24 hours after incident)
- Policy contains first aid procedure and guidelines on contents and storage of first aid kits
- The Nominated Supervisor will notify the Regulator within 24 hours:
 - if a child has a serious injury or illness which needed or should have received urgent medical attention from a doctor or hospital
 - if a child is missing, is mistakenly locked in or out of the service, is collected without authorisation or dies at the service
 - if emergency services attended because of likely/severe risk to someone's health, safety or wellbeing
 - if someone complains that a serious incident has occurred/is occurring or the National Law or Regulations have been breached
 - if any children are being cared for in an emergency
 - of any incidents causing service to close/partly close
- The Nominated Supervisor will notify the Regulator within 7 days:
 - of any circumstances that pose a risk to the health, safety and wellbeing of a child
 - of any incident, complaint or allegation that physical or sexual abuse of a child has occurred/is occurring to a child at the service
- The Nominated Supervisor will notify the WHS Regulator about any 'notifiable incident under Work Health and Safety legislation as soon as possible.
- Educators will complete an Incident, Injury, Trauma and Illness Record

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

Educator's Name	Educator's Signature

Week 3, 10 to 14 February 2020 - 6.1.3 Families are supported

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

Week 3, 10 to 14 February 2020 - 6.1.3 Families are supported