



Weekly Goals



Video Training  
Click Here

to learn how to complete this section

Please watch the video this week.

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.



Element

## 5.1.2 Dignity and rights of the child

The dignity and rights of every child are maintained.



Your NQS practice now?



Video Training  
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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 5.1.2 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 5.1.2.

### Week 6, 2 to 6 March 2020– 5.1.2 Dignity and rights of the child



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.' If you embed all the things in the checklist, then you are meeting the Element 5.1.2 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.

In the video I go through most of the questions and explain them in a different way to make you think

### 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	

Too many educators are completing the checklist as **E for embedded**, but **not really checking** to see if it is embedded. Before answering the question, think about **'how'** you are doing it. For example, "Do you acknowledge children when they manage their behaviour in positive ways?" Before answering think about it "Oh yes, when Patrick was told "no, you can't have it" said Nathan, Patrick said, "that's okay" and played in another area, but I forgot to acknowledge Patrick. So I'm **'K'**. **I must not forget to acknowledge children when I see them manage their behaviour.**

### Interactions with Children

	ED1	ED2	ED3	ED4	ED5
Do you encourage children to explore, make choices and experience the consequences if there's no risk of injury or harm, or the risk is low?					
Do you acknowledge children when they manage their behaviour in positive ways?					
Do you try to prevent potential conflict or inappropriate behaviour (eg disruptive or bullying) by monitoring children's play and providing appropriate support?					
Do you respond promptly to children's inappropriate behaviour, acknowledging their feelings and teaching them other ways of responding and self-regulating?					
Do you teach children to reflect on how their behaviour may affect others and to treat others with dignity and respect?					
Do you model and encourage children to identify and challenge discriminatory behaviour?					
Do you use positive language, gestures, facial expressions and tone of voice with children when redirecting or discussing their behaviour?					
Do you empathise with each child and see things from their perspective?					
Do you help children build friendships with other children at the service and model social skills like sharing?					
Do you recognise and respond to each child's individual needs (including comfort needs) and interests?					

### Other practices

Do you arrange spaces, resources and routines to minimise times when children may experience stress or frustration?					
Do you use diverse resources to celebrate different cultures and backgrounds?					
Do you support each child's rights by respectfully responding to information from families and professionals?					
Do you only ever isolate children if they have an illness or accident?					

### Week 6, 2 to 6 March 2020– 5.1.2 Dignity and rights of the child

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Do you respect children's rights to privacy eg when going to the toilet/getting changed/discussing inappropriate behaviour?					
Do you respect children's right not to participate?					
Do you work to children's schedules and routines rather than your own?					
Do you include activities which breakdown stereotypes, promote inclusive practices and celebrate the diversity of your children and families?					
Do you ignore gender when dividing children into groups?					
Do you give children time to eat their meals in a relaxed way?					
Do you respond to children's hunger and thirst outside meal and snack times?					
Do you engage children in quiet restful activities if they don't want to sleep/rest?					
Do you let children sleep/rest outside routine sleep/rest times?					
Do you reflect on the way your values and biases may impact each child's learning and adjust practices?					

**Week 6, 2 to 6 March 2020– 5.1.2 Dignity and rights of the child**

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Checklist

Together as a team, use what you do (from your brainstorming session and the checklist) to write 6 short sentence that show “how” you are doing it. We’ve chosen 3 questions from the checklist for you. **Why are you doing this?** QIP’s need to have personalised stories about your practice so the assessor can ask you about why and how you do things. The sentences below can be used for Friday’s QIP writing section.

Write the question from checklist below	Describe ‘how’ you are putting this question into practice
eg Do you recognise and respond to each child’s individual needs (including comfort needs) and interests?	When Mylee has trouble focusing we know she needs to self-regulate by engaging in some physical exercise. Often she jogs a few laps of our outdoor environment watched by an educator standing in the doorway of our room. She’s ready for our next activity when she returns.
1. Do you model and encourage children to identify and challenge discriminatory behaviour?	
2. Do you acknowledge children when they manage their behaviour in positive ways?	
3. Do you support each child’s rights by respectfully responding to information from families and professionals?	
4.	
5.	
6.	



Regs!  
Do you do this?

**What Regulation goes with this NQS Element? Law section 166 Offence to use inappropriate discipline Regulation 155 Interactions with children**

**Who has to do what?**

Educators must never use corporal punishment or unreasonable discipline on a child at the service. If this occurs, educators can be fined \$10,000.

Educators must:

- always ensure the dignity and rights of each child and
- give each child positive guidance and encouragement toward acceptable behaviour.

Explain how you and other educators meet this part of the law:

**Week 6, 2 to 6 March 2020– 5.1.2 Dignity and rights of the child**

As a team now reflect critically on a situation in your room that comes under Element 5.1.1 and write a contribution for the Improvement plan section of your QIP. **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. 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 4 March 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

Riley's mum Deanne doesn't want him to rest at the service.



#### Child/ren

*I get really tired after lunch but mum doesn't like it if I have a rest. She says it's better if I go to bed earlier.*

#### Educators and Nominated Supervisor

*Riley's mum Deanne says Riley can't rest at the service. She doesn't have to cope with his tetchy behaviour because he's tired. How are we supposed to teach him when he can't focus properly?*

#### Families and community

*Educators need to do what I say. It's my child. I've been at work all day and I just want Riley to go to bed at a reasonable hour. I need some me time too.*

#### Theorist and current research

*It's recognised that children of all ages need to get enough sleep so they can play, learn and concentrate during the day. Children's sleep needs and patterns vary, Information available about when and how much children sleep is available from the Raising Children parenting website.*

### 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 Cindy reviewed the Sleep, Rest Relaxation and Clothing Policy and noted educators have a legal obligation to meet the sleep/rest needs of children in line with Reg 81. At the next room meeting she discussed with educators. It was agreed Cindy would talk to mum Deanne asap about the Policy and what educators must do under the Law.*

*During this discussion Cindy offered to draw up a sleep/rest plan with Deanne. It was agreed Riley could sleep/rest if educators believed this necessary but if possible this should finish no later than 3.30 pm and be no longer than 50 minutes. Cindy agreed to trial and review with Deanne.*

### Week 6, 2 to 6 March 2020– 5.1.2 Dignity and rights of the child

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As a team now reflect critically on a situation in your room that comes under Element 5.1.1 and write a contribution for the Improvement Plan section of your QIP. **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. 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 4 March 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:

- Would children and families say you're always enthusiastic and respectful?
- Would families say you know their child well and have a unique relationship with them?
- Do visitors to the service always see a relaxed, happy and positive environment which reflects the lives of the children, their families and the community?



#### 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 6, 2 to 6 March 2020– 5.1.2 Dignity and rights of the child

**Why are you doing this?**

In this new section, each week we are exploring Quality Area 1, Educational program and practice by viewing quick, small videos and examples explaining the Area’s background and how you can look at your practices and connect it to the NQS element. Click on the icons to the right to watch the videos or see the example.

**Training Video 1**



Video Training Click Here

Babies

**Training Video 2**



Video Training Click Here

Aboriginal connection

**Training Video 3**



Video Training Click Here

UN Article 17

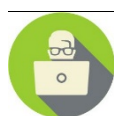
**Training Video 4**



Video Training Click Here

UN Article 30

This week we’re discussing how to link the United Nations Rights of the Child into your curriculum.



Complete QIP

The next step if you’re meeting the indicators is to self-assess against the Exceeding Indicators. We will look at these more closely in two weeks. On the next page we look at how to write the Strength part of your QIP based on meeting or exceeding Element indicators. Use the below points to guide your writing.

Inclusions	Yes	N/A
1. Write the <b>room location into the strength</b> . 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.		
<b>5. Write how you are achieving the exceeding themes.</b>		
Embedded Practice		
Critical Reflection		
Engagement with families/community		
6. Tell the assessor exactly where to find the <b>location of other evidence</b> they need to see to show how you’re exceeding.		
7. Show the assessor the <b>location and time of other practice</b> they need to observe to show how you’re exceeding.		

**Week 6, 2 to 6 March 2020– 5.1.2 Dignity and rights of the child**



Working Towards

While discussing mum and dad’s jobs Anuta said her dad was a nurse. Jax said, “no, only girls can be nurses.” Miss Olivia agreed most nurses were girls.



Meeting

The green text is directly related to the meeting indicators for Element 5.1.2 on pages 233-235 of the NQS Guide

While discussing mum and dad’s jobs Anuta said her dad was a nurse. Jax said, “no, only girls can be nurses.” Miss Olivia said, ‘No Jax, that’s not true. Both boys and girls can become nurses, just like both boys and girls can become doctors, to anything else they want to be. Let’s look at some videos of men talking about what it’s like working as a nurse (see learning story 4\_3\_20).’



Exceeding

Click the logo above to see the ACECQA NSQ Exceeding Themes for 5.1

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 236-237.

While discussing mum and dad’s jobs Anuta said her dad was a nurse. Jax said, “no, only girls can be nurses.” Miss Olivia (preschool room) said, ‘No Jax, that’s not true. Both boys and girls can become nurses, just like both boys and girls can become doctors, to anything else they want to be. Let’s look at some videos of men talking about what it’s like working as a nurse.’ Later the team reflected together on the social justice and equity implications of their practice, and decided they needed to plan more activities which broke down gender stereotypes and promoted a culture of inclusiveness. Miss Olivia and Miss Jasmine presented children with a range of photos of female and male workers in non-traditional roles eg female construction worker and male educator, and invited them to think about the type of work they might enjoy. “I like building things” said Tayla, “so I’m going to be a builder when I grow up (see learning story 4\_3\_20). Educators also arranged for Anuta’s dad Rikki to come in and talk to children about why he loves being a nurse. He talked about how good it was being able to help people, including male patients who sometimes felt uncomfortable if a female nurse had to help them in the bathroom (see photos 6\_3\_20). Reflecting again educators could see how her Dad’s visit helped contribute to Anuta’s sense of belonging at the centre. She became more confident making suggestions and offering opinions about activities and experiences.

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 6, 2 to 6 March 2020– 5.1.2 Dignity and rights of the child**



## Privacy and Confidentiality Policy

- Personal information will be managed openly and transparently in a way that protects an individual's privacy and respects their rights under Australian privacy laws
- We only collect or use personal information if this is needed to educate and care for children at the service, or to comply with our legal obligations. We take reasonable steps to make sure people know we have their personal information, how we got it and how we'll handle it
- We do not disclose personal information to others unless people would have reasonably expected us to do this or we have their consent
- We aim to keep the personal information accurate, up-to-date and complete
- We have systems and practices to ensure personal information is secure and can only be accessed by those who need the information
- We have a data breach response plan in the unlikely event personal information is lost, or accessed/disclosed without authorisation
- People may access their (or their child's) personal information and may request the correction of any errors
- We have a dedicated Privacy Officer for privacy matters, including complaints

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

Educator's Name	Educator's Signature

## Week 6, 2 to 6 March 2020– 5.1.2 Dignity and rights of the child

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>	<b>eg 35</b>	<b>eg 100%</b>

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

**Week 6, 2 to 6 March 2020– 5.1.2 Dignity and rights of the child**