

This week, we are looking at our last 2 weeks covering Elements 5.1.1 and 5.1.2. These elements make up the Standard 5.1, Relationships between educators and children Respectful and equitable relationships are maintained with each child.

You will look at what you wrote over the last two weeks in the Friday QIP section and assess it against the checklist on the next page to see if it is exceeding, then you can either write it into the exceeding themes for the QIP or develop a plan to make sure you are exceeding.



Weekly Goals



Checklist



Critical Reflection



Complete QIP



Policy Review



Weekly Goals

	<ol style="list-style-type: none"> <li>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 <a href="#">Click here for goal template.</a></li> <li>2. Identify barriers</li> <li>3. Track the goal daily</li> <li>4. Celebrate achieved goal.</li> </ol>
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Checklist

## Why are you doing the checklist?

Monday 9 March 2020

Practices identified in the checklist are what the assessor needs to see you do so they can check you're **'exceeding the NQS.'** 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	

### Week 7, 9 to 13 March 2020- Standard 5.1, Relationships between educators and children.

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**Are you Exceeding? Use the checklist below to see.**

<b>Exceeding - Embedded Practice</b>	ED1	ED2	ED3	ED4	ED5
There's evidence you are committed to building and maintaining respectful and equitable relationships with each child	E	E	E		
<i>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it. Example: We set up an early morning family grouping room which is the drop off place in the early morning. We ensure educators are there when the child walks in. Then we get down to each child's height so we can look into their eyes when we greet them. We make an honest effort to acknowledge all children and parents when you greet them and use their names. (14/2/20).</i>					
There's evidence you are committed to building and maintaining respectful and equitable relationships with each child					
<i>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</i>					
There's evidence you are committed to building trusting relationships with each child, and always support them to feel secure, confident and included					
<i>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</i>					
There's evidence you always protect and promote the rights of each child					
<i>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</i>					
There's evidence you always respect the dignity and worth of each child					
<i>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</i>					
You can confidently explain what it means to maintain each child's dignity and rights to an assessor, and how your relationships with children support this					
<i>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</i>					
There's evidence your relationships with children meet the principles and practices of the MTOP					
<i>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</i>					
There's evidence your relationships with children support your service philosophy, policies and procedures					
<i>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</i>					

**Tuesday 10 March 2020**

**Exceeding - Critical Reflection**

There's evidence you regularly contribute to discussions and critical reflections about relationships/interactions between educators and children	E	E	E		
<i>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it. Example: See all educators' critical reflection sheets completed during the weeks starting 27/1/20, 3/2/20 &amp; 10/2/20. See learning stories outlining activities and experiences resulting from reflections starting weeks 10/2/20, 17/2/20, 24.2.20.</i>					

**Week 7, 9 to 13 March 2020- Standard 5.1, Relationships between educators and children.**

There's evidence you regularly contribute to discussions and critical reflections about relationships/interactions between educators and children					
<b>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					
There's evidence you enhance children's learning, sense of belonging and identity through critical reflection					
<b>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					
You can explain how your interactions with children are based on current recognised guidance and what theoretical views influence your practice					
<b>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					
There's evidence you contribute to team discussions on the social justice and equity outcomes of educators' interactions with each child to support their dignity, rights, cultures and best interests					
<b>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					
There's evidence you're aware of how your particular practices, views, biases etc may affect your relationships with children					
<b>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					
There's evidence you contribute to team discussions that identify and discuss personal, professional and organisational values that influence relationships between educators and children					
<b>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					
There's evidence you contribute to team discussions about inclusive practices eg challenging stereotypes and biases					
<b>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					

**Week 7, 9 to 13 March 2020- Standard 5.1, Relationships between educators and children.**

**Exceeding - Engagement with families and community**

There's evidence your relationships with families reflect the service's unique geographical, cultural and community context	E	E	E		
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**If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.**  
*Example: Our service is in regional NSW and our community is made up of a lot of farming families. Our activities regularly integrate learning around family life see learning stories Shearing demonstration 5/3/20, Drought 10/3/20, Camping fun 12/3/20*

There's evidence your relationships with families reflect the service's unique geographical, cultural and community context					
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**If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.**

There's evidence your relationships with families welcome, reflect and draw on the voices, priorities and strengths of the children and families at the service					
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**If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.**

There's evidence your relationships with each child contribute to a culture of inclusiveness and sense of belonging for children and families at the service					
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**If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.**

There's evidence your relationships with children are strengthened by meaningful relationships with families and the community					
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**If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.**



Regs!  
Do you do this?

**Does the National Law and Regs support isolation and non-attendance requirements, particularly in relation to corona virus?**

Yes - Law Section 167 Offence relating to protection of children from harm and hazards  
 Yes – Reg 77 Health, hygiene and safe food practices  
 Work, Health and Safety Laws and Regulations also support infection control practices

**What do educators need to do to comply with infection control practices, specifically in relation to corona virus?**

Educators must ensure they implement all isolation and non-attendance guidelines, and infection control measures, issued by the Federal and relevant State governments. This includes guidelines not just for children and families, but also for employees.

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

**Week 7, 9 to 13 March 2020- Standard 5.1, Relationships between educators and children.**

**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 12 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.



Video Training Click Here

#### Example Situation

We recently discussed introducing chickens to the service. There was negative feedback from some educators and families.

#### Exceeding themes Standard 5.1 Embedded Practice

There's evidence you're committed to building trusting relationships with each child, and always support them to feel secure, confident and included. There's evidence your practices strongly reflect the principles and practices of the EYLF/MTOP, your philosophy, policies and procedures.

#### Critical Reflection

There's evidence you enhance children's learning, sense of belonging and identity through critical reflection. There's evidence you're aware of how your particular practices, views, biases etc may affect your relationships with children. There's evidence you regularly contribute to discussions and critical reflections about relationships/interactions between educators and children.

#### Engagement with families and communities

There's evidence your relationships with children reflect the service's unique geographical, cultural and community context. There's evidence your relationships with each child contribute to a culture of inclusiveness and sense of belonging for children and families at the service.



#### Child/ren

*I'm scared of chickens. They have beady eyes and what if they peck me? How am I going to stay safe?*

#### Educators and Nominated Supervisor

*We've done a risk assessment around having chickens but I think there's a bit more to it than that. Will children feel safe around the chickens despite all the measures we've taken?*

#### Families and community

*I'm not sure how my child will react to the chickens. They've never really been exposed to farm animals despite being in a regional community. We live in town. We don't even have a pet! I'm a bit anxious about the whole thing.*

#### Theorist and current research

*Lave and Wegner put forward the 'communities of learning' concept that groups of people who share a concern or passion for something will learn and improve as they regularly interact. Hopefully this will apply with our chickens!*

### 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.

*As a team educators discussed the introduction of chickens. We noted that while many of their families lived on farms or had farming connections, there were also many who lived in town and they/their children may not feel comfortable around chickens.*

*We thought of ways to ensure all children felt included and safe when interacting with chickens, and to reassure all parents. We invited a service dad who has a farm with chickens in to speak to children and any parents who wished to attend about chicken's habits, lives, daily needs etc. We also posted a short video of this feedback on our closed FB groups. We also spoke with children about how to keep ourselves safe around chickens (from risk assessment which we also posted on FB groups.)*

*During our discussions a couple of educators said they didn't think it was safe to use the eggs the chickens laid in children's cooking. There was further debate and research around this topic, and general agreement personal views like this must not impact children's sense of security or learning outcomes.*

#### Week 7, 9 to 13 March 2020- Standard 5.1, Relationships between educators and children.

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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 12 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 (or something else in this week's checklist) to critically reflect upon:

- Educators always protect and promote the rights of each child
- Educators always respect the dignity and worth of each child
- Educators can explain how their interactions with children are based on current recognised guidance and what theoretical views influence practice
- Educators contribute to team discussions on the social justice and equity outcomes of their interactions with each child to support the child's dignity, rights, cultures and best interests
- Educators' relationships with children are strengthened by meaningful relationships with 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 7, 9 to 13 March 2020- Standard 5.1, Relationships between educators and children.

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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, Tuesday and Wednesday’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.

*Example: On Tuesday checklist we discovered a ‘T’, we need help with, “You can explain how your interactions with children are based on current recognised guidance and what theoretical views influence your practice.” We realise we need to actively research or obtain information about current theories so we can answer this question. The Educational leader and Matt the Nominated Supervisor are organising some ‘fact sheets’ on different theorists and we’re going to pin them on the staff room wall and discuss different theorists each week during room/group meetings.*

The next step if you’re meeting the indicators is to self-assess against the Exceeding Indicators. 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 <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 7, 9 to 13 March 2020- Standard 5.1, Relationships between educators and children.**





Working Towards

A child regularly attended with a dirty face and a full nappy. Educators believed the nappy had not been changed since her previous day at the Centre. They explored whether to make a child protection report, but the Mandatory Reporting Guide said this wasn't necessary. They decided not to take any further action.



Meeting

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

A child regularly attended with a dirty face and dirty clothes. Educators believed the clothes had not been washed for awhile. The child's Grandma often dropped off and picked up and educators would occasionally see the mother. Educators were very concerned for this child's wellbeing, and began helping the child as much as they could by providing larger towels, face cloths and personal items so she could wash etc at the Service. Building a relationship with the family was a high priority for the educators so they could identify ways to better support the family. The mother remained private about their home life, but educators continued to try, especially with the grandmother. Slowly Grandma became confident enough to speak with the Nominated Supervisor (NS) and voiced concern for her daughter's wellbeing. The mother was struggling mentally and financially, and couldn't provide her children with food. The father was emotionally abusing the mother. **The NS respectively considered the information from Grandma and started working closely with this family to support them and the rights of the child.**



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 and the checklist on Monday, Tuesday and Wednesday in the NQS Guide pages 236-237.**

A child regularly attended with a dirty face and dirty clothes. Educators believed the clothes had not been washed for awhile. The child's Grandma often dropped off and picked up and educators would occasionally see the mother. **Educators were very concerned for this child's wellbeing, learning, dignity and rights** and began helping the child as much as they could by providing larger towels, face cloths and personal items so she could wash etc at the Service. Building **a meaningful relationship with the family** was a high priority for the educators so they could identify ways to better support the family. The mother remained private about their home life, but educators continued to try, especially with the grandmother. Slowly Grandma became confident enough to speak with the Nominated Supervisor (NS) and voiced concern for her daughter's wellbeing. The mother was struggling mentally and financially, and couldn't provide her children with food. The father was emotionally abusing the mother. The NS started working closely with this family to support them.

**Reflecting together on the situation, including the social justice and equity implications**, educators Tracey and Dianne and Chef Liam come up with the idea of giving them the day's unused food. They saved untouched left-over food from the trolleys and froze it, ensuring food safety was met. On the days the mother came in, the NS Katie and Admin Chris would give her the frozen food to take home. NS Katie spoke with the grandma again and gave her a list of people she could call about mental health, spouse abuse and financial hardship. The results of the Centre working together saw the mother successfully get back on her feet, gain confidence and obtain a job, which in turn resulted in better outcomes for the child.

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 7, 9 to 13 March 2020- Standard 5.1, Relationships between educators and children.**



## Policy and Procedure Review Policy

- We review each policy at least every 12 months, and invite comment and feedback from staff and families as part of our continuous improvement process
- Feedback may be requested through various communication channels, and is welcome at any time
- All policies will be signed and dated at each review
- Policy changes will be advised to all staff and families, and families given at least 14 days notice before changes are made that significantly affect service operations or families' ability to use the service.

## Grievance Policy

### Employees, volunteers and visitors will:

- raise complaint directly with the person concerned and not involve other educators, staff, volunteers or parents
- raise complaint with the Approved Provider/ Nominated Supervisor if unable to resolve concern, or uncomfortable raising matter directly with person
- raise any alleged suspected/alleged unlawful activity (including bullying and child abuse) with the Approved Provider or Nominated Supervisor immediately

### Employees, volunteers and visitors will not:

- get involved in complaints/ grievances that don't concern them
- raise complaints with an external complaints body without first using our grievance procedures

### The Nominated Supervisor will:

- discuss with the complainant within 24 hours of receiving complaint
- properly, fairly, confidentially and impartially investigate complaint
- invite complainant to have a support person present during an interview
- provide all affected parties with a clear written statement of investigation outcomes within 7 working days of receiving complaint
- store appropriate records of the investigation confidentially
- protect the parties from victimisation
- offer external review
- request feedback on the grievance process
- track complaints to rectify identify recurring issues
- notify regulatory authority within 24 hours about alleged serious incidents or breaches of National Law, or within 7 days of alleged physical or sexual abuse of child at service.

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

Educator's Name	Educator's Signature

## Week 7, 9 to 13 March 2020- Standard 5.1, Relationships between educators and children.

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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