

The purpose of Centre Support's A&R Toolkit weekly learning activities is to:

- show educators what they must **know, practice and understand** about each NQS element
- help educators discover what **they're good at**
- find areas **to improve**
- **help educators write** part of the **centre's QIP**.

We cover one NQS element every week. The following pages contain a sample week of Centre Support's A&R Toolkit. There are three sections: Room Leaders and Educators, Educational Leaders and Nominated Supervisors.

Room/Group Leaders and Educators

All educators and room/group leaders must read and complete these pages. We have divided the information/activities into small sections that are completed daily and take no more than 15 minutes to complete. We also include short videos in this section to make absolutely sure educators really understand their job and get into the routine of constant improvement.

Educational Leader

This section guides the Educational Leader to train or coach educators based on the needs they identified in the Room/Group Leader and Educators' section. We include a short video here as well to ensure Educational Leaders understand the best way to assist educators.

Nominated Supervisor

This section includes all the information Nominated Supervisor need to help their team be their very best every day.

The biggest benefit of Centre Support's A&R Toolkit is that it keeps all educators on track for a successful Assessment & Rating.

The next page contains a goal setting template for your Room/Group Leaders and Educators

Monday Morning

Room Leaders and educators set a goal for the week based either on issues/problems they're having in their room or their goals for the room.

Goals can be simple, like adding more loose parts play to the environment or more complicated like helping a child self-regulate their behaviour.

Goals can be carried over from the week before if needed. Each morning during the week educators and room leaders record progress towards achieving the goal on the weekly goal setting template.

Centre Support's goal setting template helps educators to get into the routine of constant improvement.

Self Assessment - what you are currently doing for the NQS Element?

On the bottom half of the page there is a space to write what educators are currently doing in relation to the element. This is the first part of self-assessment for the NQS. You discover where your practices and knowledge are currently.

Once your educators know where they are, they can plan to improve.



Weekly Goals



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	<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 2. Identify barriers 3. Track the goal daily 4. Celebrate achieved goal.
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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
Pre-enrolment and Orientation					
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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Training
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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

A template for critical reflection

Wednesday Morning

Critical reflection is beneficial because it often leads to improvements in practice if done properly.

We provide an example of an exceeding critical reflection based on the week's NQS element which shows educators how they must reflect critically by examining events and experiences through the eyes of children, educators/Nominated Supervisor, families/community, and theorists.

We also provide a blank template for educators to reflect critically.

Note - To achieve exceeding for theme 2 ALL educators must consistently demonstrate how they critically reflect and show how they're meet the Critical Reflection indicators.

Centre Support's A&R Toolkit provides the structure and evidence you can use to prove you are an exceeding service.

The following page shows how Centre Support's A&R Toolkit guides your educators to write their strength or improvement for your QIP saving you many, many hours of work

Friday - Putting the week together to write your QIP's strength or improvement section

We provide your educators with a case study written in 3 different ways to show

1. working towards practice
2. meeting practice and
3. exceeding practice.

Then we ask your educators where they think their practice is in comparison. This guides your educators to either write a strength or improvement plan for your QIP.

For the strength section of the QIP we show educators exactly how to write their strength as exceeding practice.

For the improvement plan section we also give educators a QIP example to guide them in their writing.

The example QIP template can of course be used by you and other staff to guide their QIP writing too.

Centre Support's A&R Toolkit guides your educators to write the service's QIP, saving your many, many hours of work.



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.

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