



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

5.1.2 Collaborative learning

Children are supported to collaborate, learn from and help each other.



Your NQS practice
now?



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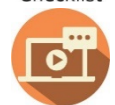
to learn how
to complete
this section

In the box below, brainstorm (5 minutes) what you are currently doing for NQS Element 5.2.1 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 5.2.1.

Week 8, 16 to 20 March 2020– 5.2.1 Collaborative learning



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 5.2.1. 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	

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 regularly have relaxed two way conversations with each child, including at mealtimes?" Before answering think about it "Oh yes, we have one educator who is helping the children serve and I'm sitting at the table talking to children about their day, what we're about to eat. So yes, I'm **'E'**."

Collaborative learning

	ED1	ED2	ED3	ED4	ED5
Positive interactions					
Do you intentionally teach children the social skills they need to participate in group activities and/or develop friendships?					
Do you always model the positive social interactions you teach children?					
Do you sensitively intervene when needed to promote each child's inclusion and sense of belonging?					
Do you acknowledge children's positive interactions eg co-operating, negotiating, problem solving, helping other children?					

Learning together

Do you encourage children to learn from the skills and activities modelled by their peers eg 'can you see how Annie is setting the table with one plate each?'					
Do you support children as they negotiate roles and responsibilities in group activities and play?					
Do you respectfully participate in children's group play and activities?					
Do you provide opportunities for all children to lead group activities?					
Do you plan experiences that encourage children to learn together in both small and larger groups?					
Do you consider children's shared interests when organising groups eg as opportunities for extended learning?					
Do you encourage children with skills/strengths/knowledge in particular areas to lead or contribute to learning in those areas?					

Week 8, 16 to 20 March 2020– 5.2.1 Collaborative learning

Do you encourage children to share their culture and daily lives with other children?					
Do you encourage children to work together eg to research, plan, problem-solve and make decisions?					
Do you give children time to collaborate and finish activities they're focused on ie do you implement a flexible room routine?					
Do you provide opportunities for children of mixed ages and genders to engage in safe group activities?					
Do you implement activities and experiences that connect children with their community?					

Spaces

Do you make spaces and provide materials to encourage interaction and cooperation?					
Do you ensure there are areas in the room where children can interact in small groups eg U shaped spaces, tents, areas with defined boundaries?					
Do you ensure there are spaces in the room which encourage one-on-one interactions?					

Week 8, 16 to 20 March 2020– 5.2.1 Collaborative learning



Checklist



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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 intentionally teach children the social skills they need to participate in group activities and/or develop friendships?	We have many books about making friendships and helping others, and I regularly read one of those to the children after lunch. Sometimes we role play an activity in the book.
1. Do you provide opportunities for all children to lead group activities?	
2. Do you provide opportunities for children of mixed ages and genders to engage in safe group activities?	
3. Do you make spaces and provide materials to encourage interaction and cooperation?	
4.	
5.	
6.	

Week 8, 16 to 20 March 2020– 5.2.1 Collaborative learning

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 18 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

Some children are reluctant to eat the healthy food served for meals/snacks because they aren't used to it.



Child/ren

Why do I have to eat different things here? I like what I get at home.

Educators and Nominated Supervisor

It's a struggle every time we serve new food options. We're trying to serve children healthy, yummy food but honestly I'm not sure it's worth all the hassle and wasted food.

Families and community

I've seen kids leave most of the food in their bowls. They must be getting hungry firstly, and I hope the leftovers are being composted etc. Surely they can improve processes so this doesn't continue to happen.

Theorist and current research

Current guidance from organisations like Nutrition Australia emphasise the importance of involving children, especially fussy eaters, in decision making and preparation for meals/snacks

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.

Educators reflected as a team and decided to involve the children, even the younger children, in regular cooking activities. They completed risk assessments for cooking activities first, then started with easier meals/snacks like pizzas and spaghetti.

The children love being involved in deciding what to cook then preparing/cooking. There is always lots of collaborative learning as children share ideas and knowledge. And the best thing is there's hardly any leftovers now as children happily eat 'their' food!

Week 8, 16 to 20 March 2020– 5.2.1 Collaborative learning

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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 18 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 from the checklist to critically reflect upon:

- Would children and families say you always model the positive social interactions you teach children?
- Would children and families agree you've set up spaces which encourage small group activities and interactions?
- Would visitors to the service see small groups of children happily working together to achieve outcomes?
- Would families agree their child has been offered the chance to be a leader?



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 8, 16 to 20 March 2020– 5.2.1 Collaborative learning

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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

Toddlers

Training Video 3



Video Training Click Here

Pre-schoolers

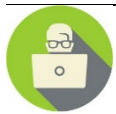
Training Video 4



Video Training Click Here

School Age

This week we're discussing element 5.2.1 collaborative learning with all ages



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 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 8, 16 to 20 March 2020– 5.2.1 Collaborative learning



Working Towards

We wanted to introduce a climbing frame into our outdoor play area. We got 3 quotes from local design/landscape businesses and picked the cheapest one.



Meeting

The green text is directly related to the meeting indicators for Element 5.1.2 on pages 240-242 of the NQS Guide

Preschool

After asking children's views, and reflecting together as a team, we decided to introduce a climbing frame into our outdoor play area. We looked at our families' skills, and worked with them in the design and build of the frame. Families also donated the tools required. With guidance from room leader Cherie, the children developed the risk benefit analysis and then the rules children needed to follow when using the pyramid. Showing leadership, they also taught the three year olds who shared the learning space these rules. For example, no more than two children can climb the structure at any time.



Exceeding

[Click the logo above to see the ACECQA NSQ Exceeding Themes for 5.2](#)

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 246-247.

Preschool Room

After asking children's views, and reflecting together as a team, we decided to introduce a climbing frame into our outdoor play area. We looked at our families' skills, and worked with them in the design and build of the frame. Families also donated the tools required. With guidance from room leader Cherie, the children developed the risk benefit analysis (outdoor environment folder) and then the rules children needed to follow when using the pyramid (displayed in room). Showing leadership, they also taught the three year olds who shared the learning space these rules. For example, no more than two children can climb the structure at any time.

This project used A. Clark's (2010) participatory methods for children and adults to design and construct the environment. Many concept designs were generated and refined. Children evaluated the various designs demonstrating their agency, determining that a pyramid structure was the best design option. We then involved the children in the building process too, overcoming some educators' views that this was too risky, especially given the structure's height. When building the structure, the children collaboratively learnt how to conceptualise, design, plan and construct. There were numerous opportunities to promote learning that engaged mathematical concepts including counting, measuring, sequencing, depth, size and angles (see learning stories in weeks commencing 13/1/20). Families were pleased to see their children involved in 'real work' with a significant outcome. One parent said, "it's about time they learnt real things" in relation to the building process.

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 8, 16 to 20 March 2020– 5.2.1 Collaborative learning

Excursion Policy

Educators will:

- complete a risk assessment before an excursion taking into account the risks listed in the policy. For regular outings risk assessment are required if one has not been conducted within the last 12 months of the excursion date. Regular outings are walks, drives or trips to places that we visit regularly and which always have the same risks
- ensure the Excursion Authorisation Form in the policy is completed by parents before their child goes on the excursion. This authorisation only needs to be obtained once every 12 months for regular outings
- complete the Excursion Checklist before any excursion
- ensure transport arrangements are safe and meet policy guidelines
- only undertake excursions that are consistent with the Service insurance cover.

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

Educator's Name	Educator's Signature

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 8, 16 to 20 March 2020– 5.2.1 Collaborative learning