



	<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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### 2.1.1 Wellbeing and comfort

Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.



**In the box below, brainstorm (5 minutes) what you are currently doing for NQS Element 2.1.1 and why you do 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 2.1.1.

### Week 13, 4 to 8 May 2020– 2.1.1 Wellbeing and Comfort



**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 2.1.1. 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	

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'**."

<b>Sleep and Rest</b>	ED1	ED2	ED3	ED4	ED5
Do you consistently respond to children's cues or communication for assistance with personal needs and comfort?					
Do you make sure the rest area is comfortable and inviting eg children are not crowded too closely together?					
Do you respect children's choice not to rest (unless this required in your professional judgement) and support them to participate in meaningful activities?					
Can you explain how you negotiate periods of rest and relaxation with children?					
<b>Clothing</b>					
Do you provide clean spare clothes when needed or provide access to them?					
<b>Toileting</b>					
Do you respect and help maintain children's privacy during toileting, dressing/undressing etc?					
Do you communicate and interact with children while helping with any toileting routines/accidents so the experience is relaxed and positive?					
<b>Families</b>					
Can you explain how you encourage families to tell you when their child's rest needs or routines change?					
<b>Other</b>					
Do you involve children in making rules and routines that ensure their comfort and wellbeing?					

**Week 13, 4 to 8 May 2020– 2.1.1 Wellbeing and Comfort**



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 consistently respond to children’s cues or communication for assistance with personal needs and comfort?	The other day I noticed Mohammed S. was frequently scratching a Mozzie bite. It was really bothering him and I asked if he’d like something to help soothe the itch. Mum had already signed an authorised for stop itch as he seems particularly prone to mozzie bites.
1. Do you respect children’s choice not to rest (unless this required in your professional judgement) and support them to participate in meaningful activities?	
2. Do you respect and help maintain children’s privacy during toileting, dressing/undressing etc?	
3. Do you provide clean spare clothes when needed or provide access to them?	
4.	
5.	
6.	



Regs!  
Do you do this?

**What Regulation goes with this NQS Element? Law section 51(1)(a) Service approval**

**Regulation 81 Sleep and rest**

**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:

- encourage and allow children to sleep/rest if they’re showing signs of tiredness
- use their knowledge of each child’s needs and normal rest requirements for particular ages to guide their practice
- make sure all equipment which supports children’s wellbeing and comfort (eg toilets, floor cushions) is safe and is regularly cleaned in line with recognised guidance (eg Staying Healthy).

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

**Week 13, 4 to 8 May 2020– 2.1.1 Wellbeing and Comfort**

As a team now reflect critically on a situation in your room that comes under Element 2.1.1 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 6 May 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

Phoenix is not his normal self and educators wonder why?



#### Child/ren

*I don't want to do any of these activities. I'm tired and I just want to rest at home on my own bed. (River)*

#### Educators and Nominated Supervisor

*It'd be better if we knew what was up with River. It looks like he's tired but I wonder why. We don't really have any processes for encouraging this type of communication with families.*

#### Families and community

*I know River's tired because he was up all last night coughing. I think it's an asthma cough and I need to take him to the doctor. I probably should've told his teachers/educators but I'm never sure whether they're really interested. They seem to be so busy during drop of and pick ups.*

#### Theorist and current research

*EYLF and MTOP emphasise the importance of partnerships with families (Principle), and the also focuses on supportive relationships with families (NQS Standard 6.1) and Engagement with families (exceeding theme 3).*

### 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 suggested a communication book be placed near the sign in/out sheet, and that they also set up a room email address which families could use to communicate with educators if they preferred.*

*Both measures are being used by parents and we've learnt really useful information to help manage each child's wellbeing and comfort. River's mum notes when he's had a bad night coughing (becoming rarer as his new medication has helped. Other things we've become aware of include new siblings, new food preferences, suspected food intolerances and reasons for bruises (fallen off bike).*

### Week 13, 4 to 8 May 2020– 2.1.1 Wellbeing and Comfort

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As a team now reflect critically on a situation in your room that comes under Element 2.1.1 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 6 May 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 agree you negotiate periods of rest and relaxation with them?
- Would families agree they feel welcome to discuss changes in their child's routines?
- Would children agree any toileting accidents are managed discreetly and respectfully?



#### Child/ren

#### Educators and Nominated Supervisor

#### Families and community

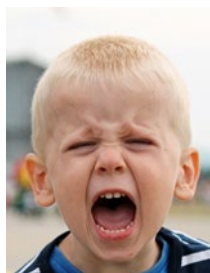
#### Theorist and current research

### 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 13, 4 to 8 May 2020– 2.1.1 Wellbeing and Comfort



**This week we’re discussing irritable tired children**, but before we start let’s think about this. **Where you live affects your health outcomes.** Research in Australia has identified low quality housing affects our health. Aboriginal and Torres Strait Islander people may live in houses that are overcrowded, which affects their health. In larger cities many families are now needing to live in multi-generational apartments, again affecting health. Some families can only afford to live on busy roads, or near airports, busy factories, rubbish dumps and train lines. All these locations can result in less sleep, poorer health outcomes and irritable children. **You can’t tell the families to move. What can you do as an educator to assist children who live in these environments?** Let’s look at these locations to see how they could affect children and what you could do to help.

Location/Situation		What are the effects?	What can you do to assist?
Overcrowded/multigenerational housing	➔	Waiting to go to the toilet, noisy shared bedroom, people coming in and out of houses at all hours, TV constantly on.	Identify who’s living in the home and where home is located. Learn to identify when you need to offer children more rest and relaxation time, and customise relaxation and rest times for individual children.  You may need to locate rest spaces away from classroom doors, bathrooms and noisy activities. Some children who are used to lots of noise may need more noise (eg ‘white’ noise) because they can’t rest/sleep in a quiet environment. As an educator you need to meet each child’s needs.
Living on busy roads	➔	Traffic starting very early and emergency vehicle sirens waking children	
Living near airports/train lines	➔	Planes taking off late at night waking children, planes landing early in the morning. Trains going by early and late.	
Living near rubbish dumps, or very early morning garbage pickups	➔	Heavy large trucks make lots of noise and can also cause road vibrations that flow into houses and disturb children’s sleep.	
Living near busy factories	➔	Factories can create a lot of extra noise via increased traffic, and noise from suppliers, customers and workers.	



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 13, 4 to 8 May 2020– 2.1.1 Wellbeing and Comfort**



Working  
Towards

Our rest and relaxation area doesn't get used that often. We've tried making it more attractive but most children want to run around after school and burn off some energy.



Meeting

The green text is directly related to the meeting indicators for Element 2.1.1 on pages 143-145 of the NQS Guide

**Miss Danni and Miss Sam** decided to ask children for suggestions on how to improve the rest and relaxation area. **Christian** and **Samira** suggested adding lots of big floor cushions so it was more comfortable. **Simone** and **Cody** suggested adding some music speakers they could Bluetooth their phones to so they could listen to relaxing music. So far these changes have had a huge impact and many more children are using the area (see photos week starting 4\_5\_20).



Exceeding

Click the logo above to see the ACECQA NSQ Exceeding Themes for 2.1

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 157-159.

**Educators** discussed and reflected on ways to improve the rest and relaxation area for tired children, noting the area was rarely used but there must be at least some children who didn't want to rush around outside after school. **Miss Danni and Miss Sam** decided to ask children and families for suggestions on how to improve the rest and relaxation area. **Christian** and **Samira** suggested adding lots of big floor cushions so it was more comfortable. **Simone** and **Cody** suggested adding some music speakers they could Bluetooth their phones to so they could listen to relaxing music. **Families suggested** getting dimming switches on the lights. So far these changes have had a huge impact and many more children are using the area (see photos week starting 4\_5\_20).

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 13, 4 to 8 May 2020– 2.1.1 Wellbeing and Comfort**

## Rest, Relaxation and Clothing Policy

- The service will have a quiet and calm environment for rest and relaxation that enables educators to see, hear and closely monitor children at all times
- Educators will respond to the individual rest needs of each child, consider the activities children have participated in at school and engage with children about the benefits of rest and relaxation
- Educators will involve children in making rules and routines that promote children's comfort and wellbeing
- Educators will respect and help maintain children's privacy during toileting, dressing/undressing etc
- Educators will communicate with families about their child's rest routines
- Children must be dressed in clothing that is suitable for the weather, can get dirty and allows free movement

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

Educator's Name	Educator's Signature

### Week 13, 4 to 8 May 2020– 2.1.1 Wellbeing and Comfort



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?

<b>Mon</b>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
<b>Tues</b>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
<b>Wed</b>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
<b>Thurs</b>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
<b>Fri</b>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				

Space for further reflections if required

**Week 13, 4 to 8 May 2020– 2.1.1 Wellbeing and Comfort**