



	<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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2.1.3 Healthy lifestyle
Healthy eating and physical activity are promoted and appropriate for each child.



In the box below, brainstorm (5 minutes) what you are currently doing for NQS Element 2.1.3 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 2.1.3.

In the years 2017-2018, 67% of Australians aged 18 and over were overweight or obese and this figure is likely to continue rising.

It is well known that our eating and physical activity habits start as children. Your income, the location you live in and education qualifications are related to your health.

38% of adults in the lowest socio-economic areas were obese compared with 24% of those in the highest socio-economic areas. Being overweight and obese are risk factors for many chronic conditions (e.g. arthritis, back pain and musculoskeletal disorders, psychological issues, diabetes, high blood pressure, sleep apnoea, some cancers and cardiovascular disease).

The combination of physical *inactivity* and being overweight accounts for approximately 9% of the total disease burden— equal to that of tobacco smoking. Being overweight or obese is the leading risk factor for *non-fatal* diseases.

What can we do to prevent these issues?

- Educators need to promote healthy eating
- Educators need to promote physical activity

Below is a table showing a Summary of Australian Physical Activity and Sedentary Behaviour Guidelines from the Australian Institute of Health and Welfare.

	Age Less than 1	Ages 1-2	Ages 3-5	Ages 5-17	Ages 18-64
Physical activity	Floor based play several times a day including at least 30 minutes of tummy time for non-mobile babies spread throughout day	At least 180 minutes per day including energetic play	At least 180 minutes per day with at least 60 minutes of energetic play	Several hours of light activities with at least 60 minutes of moderate to vigorous activity per day	Be active on most, preferably all days with at least 150 minutes of moderate to vigorous activity per week
Sedentary or screen-based activity	Should not be restrained for more than 60 minutes at a time No sedentary screen time per day	Should not be restrained for more than 60 minutes at a time No sedentary screen time per day	Should not be restrained for more than 60 minutes at a time No more than 60 minutes of sedentary screen time per day	No more than 120 minutes of screen use Break up long periods of sitting	Minimise and break up prolonged periods of sitting
Strength	N/A	N/A	N/A	Vigorous and muscle strengthening activities 3 times a week	Muscle strengthening activities 2 times a week

What is Physical activity?

‘Physical activity’ is any bodily movement produced by skeletal muscles that requires energy expenditure (WHO 2017). Examples of ‘physical activity’ include:

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Sporting and leisure activities – swimming, tennis, bushwalking, soccer, football, netball, going to the gym

Incidental activities - at work, for transport, household chores

Muscle strengthening activities - some types of yoga or pilates, resistance-band training, high-intensity activities (eg cycling, dancing, gymnastics or gardening)

that requires digging or lifting), climbing stairs or hills, squats, push-ups, sit-ups and weight training, active playgrounds for children (eg monkey bars, climbing frames, skipping or hopscotch).

Are you personally meeting the requirements in the above table?

Are the children you care for and educate meeting the requirements in the above table?

Monday 18 May 2020



Checklist

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 2.1.3. 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'**."

	ED1	ED2	ED3	ED4	ED5
Children's health and wellbeing					
Do you make sure children can independently access drinking water and offer it regularly during sessions, including at meal times?					
Do you make sure food provided takes into account each child's likes, dislikes, culture and religion?					
Do you offer food to children who are hungry outside meal or snack times?					
Do you never use food to reward or punish children?					
Do you always respect children's decision not to eat and never force them to eat?					
If families provide food, do you make sure it's healthy food consistent with advice from recognised authorities?					
Do you invite families to lead healthy/cultural cooking activities or dance/music/drama/sport activities with children?					
Healthy Eating and Curriculum					
Do you engage children in cooking activities, including preparing meals/snacks, and discuss healthy food and good nutrition as part of the experience?					
Do you make sure children help plant, care for, harvest and cook produce from the service gardens?					
Do you invite each child to help plan menus and meal/snack times?					
Do you have conversations with children about healthy food and good nutrition during meal and snack times?					
Do you model healthy eating at all times eg never eat unhealthy food in front of children?					
Do you regularly include learning about healthy food and lifestyles in the curriculum?					
Physical Activity and Curriculum					
Do you regularly include learning about healthy bodies and active lifestyles in the curriculum?					

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Do you regularly plan a variety of individual and group physical activities in consultation with children and families eg physical games, dancing, yoga, drama?					
Do you regularly encourage children to participate in physical activities that promote their gross and fine motor skills and spatial awareness including free active play?					
Do you encourage children to try new physical activities and support their efforts?					
Do you support physical activities initiated by or suggested by children?					
Do you make sure there's a reasonable balance between planned and spontaneous physical activities?					
Do you teach children the skills they need to participate safely in physical activities and have fun eg team sport skills?					
Do you involve children in identifying and managing risks in their play and activities?					
Do you participate in children's dramatic play and follow their lead?					
Do you involve children in planning and setting up physical activities?					
Do you involve children in physical routines like sweeping, cleaning windows, vacuuming, weeding, digging etc?					
Food Safety					
Do you always follow service procedures for safely storing and heating food and drink?					

Tuesday 19 May 2020



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 invite each child to help plan menus and meal/snack times?	As a room/group we sit down once a week with the cook and look at possible seasonal options using the food available in our vege garden and shops. We try and include everyone's suggestion but just in case the Room/Group Leader keeps a record to make sure all children have their suggestions included.
1. Do you offer food to children who are hungry outside meal or snack times?	
2. Do you invite families to lead healthy/cultural cooking activities or dance/music/drama/sport activities with children?	
3. Do you encourage children to try new physical activities and support their efforts?	
4.	
5.	
6.	

Week 15, 18 to 22 May 2020– 2.1.3 Healthy Lifestyle



Regs!
Do you
do this?

What Regulation goes with this NQS Element?

Law section 51(1)(a)

Regulation 78 Food and Beverages

Regulation 79 Service providing food and beverages

Regulation 80 Weekly menu

Who has to do what?

Educators must:

- follow documented policies and procedures covering the safe preparation and storage of children’s food and drinks
- follow documented policies and procedures covering providing healthy food and drinks that meet recognised guidelines like the Australian Dietary Guidelines and provide the nutrition children need for their age
- regularly offer children food and drinks, including outside routine meal and snack times if children are hungry/thirsty
- comply with documented medical management plans relating to food allergies, or reasonable special dietary needs related to families’ culture or religion
- if the service provides food and drinks, make sure the food and drinks they give to children is what’s on the weekly menu.

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

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As a team now reflect critically on a situation in your room that comes under Element 2.1.3 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 20 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

Are educators using food to reward children contrary to an element 2.1.3 indicator?



Child/ren

I love it when we help to clean up. The educators let us choose some of our favourite foods so it's always a good day.

Educators and Nominated Supervisor

Letting children choose their favourite food when they help to clean up is just a bit of an incentive to make life easier for everyone. I don't really think that's using food as a reward.

Families and community

I wish educators wouldn't bribe children to help them clean up. It makes it harder at home to get our kids to do the right thing.

Theorist and current research

Edward de Bono proposed six types of thinking making reference to different coloured 'hats' which look at issues from different perspectives eg considering facts, problems, positive aspects, emotions and creativity. We could use these 'hats' to reflect on this issue. (See included posters).

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.

At a room/group meeting educators reflected using de Bono's 6 'hats' and decided they needed to involve children more often in choosing and eating healthy meals. Currently this was usually only occurring after clean up activities and this was not sending the right message to children or families – or meeting the indicator under element 2.1.3. Implementing more cooking activities would be a good way to do this. On the occasions this had taken place children loved to be involved as much as possible.

Week 15, 18 to 22 May 2020– 2.1.3 Healthy Lifestyle

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As a team now reflect critically on a situation in your room that comes under Element 2.1.3 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 20 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 families/children agree you make sure food provided takes into account each child's likes, dislikes, culture and religion?
- Would families agree you always model healthy eating ie never eat unhealthy food in front of children?
- Would families agree you teach children the skills they need to participate safely in physical activities and have fun eg **team sport skills**?



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 15, 18 to 22 May 2020– 2.1.3 Healthy Lifestyle



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.		

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Working Towards

Kieran said he'd started going to martial arts lessons and it was great. This led to Taylor, Sam, Marty, Alex and Tiane asking if we could all learn some martial arts moves. Educators thought this was too risky and told children it wasn't possible because they could end up getting hurt.



Meeting

The green text is directly related to the meeting indicators for Element 2.1.3 on pages 153-156 of the NQS Guide

Kieran said he'd started going to martial arts lessons and it was great. This led to **Taylor, Sam, Marty, Alex and Tiane** asking if we could all learn some martial arts moves. "What a great idea" said **Miss Narelle**. "Let's talk about how we could do that and keep everyone safe. We might also need to look at some YouTube clips to see how to do some of the moves properly. Kieran you can lead us in some of the activities. Is anyone else learning karate or taekwondo or any other martial arts?"



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.

Kieran said he'd started going to martial arts lessons and it was great. This led to **Taylor, Sam, Marty, Alex and Tiane** asking if we could all learn some martial arts moves. "What a great idea" said **Miss Narelle** **actively promoting healthy activity**. "Let's talk about how we could do that and keep everyone safe. We might also need to look at some YouTube clips to see how to do some of the moves properly. Kieran you can lead us in some of the activities. "Mum said martial arts will make me strong", said Kieran. "Yes being active is very good for our bodies. Why do you think that is?" "It stretches our muscles" said **Shauna**. "Yes our bodies are built to move and if we don't move much we can get very sick" said **Miss Narelle**. Together she and the children learnt some karate and taekwondo moves. **Miss Narelle** said she was pleased she could expose all of the children to some martial arts because she knew not all families could afford private lessons. They did so well and loved it so much she's going to help the children video a martial arts routine so their families can see their amazing moves!

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.

Food, Nutrition and Beverage Policy

- Food and drinks provided must be healthy, meet the nutritional and cultural needs of each child and be consistent with the Australian Dietary Guidelines 2013
- Children must have access to safe drinking water at all times
- Children who do not eat at mealtimes or are hungry will be provided with food at other times
- Educators will never use food as a reward or punishment
- Services that provide food will display a weekly menu
- Educators will include learning about healthy food options in the curriculum
- Educators will provide healthy food information to families and encourage them to serve healthy food at home
- Food will be safely stored and prepared following procedures in the Health, Hygiene and Safe Food Policy.

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