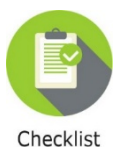


This week, we are looking at our last 3 weeks covering Elements 2.1.1, 2.1.2 and 2.1.3. These elements make up the Standard 2.1, Health Each Child's health and physical activity is supported and promoted.

You will look at what you wrote over the last three 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.



|  |  |
|--|--|
|  | <ol style="list-style-type: none"> <li>1. Set a goal for the week.<br/>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<br/><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> |
|--|--|



## Why are you doing the checklist?

**Monday 25 May 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 |  |

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

### Week 16, 25 to 29 May 2020- Standard 2.1, Health

|   | ED1 | ED2 | ED3 | ED4 | ED5 |
|---|-----|-----|-----|-----|-----|
| <b>Exceeding - Embedded Practice</b>  |     |     |     |     |     |
| There's evidence you consistently and confidently respond to children's changing health and activity needs during the day.  | E   | E   | E   |     |     |
| <i>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.<br/>Example: Usually children are desperate to grab something to eat then run around after the end of school, although I'm aware some children may need to have a short rest first. Last Tuesday 19/5/20 for example, Dylan's mum commented in the morning about the terrible night's sleep he'd had and sure enough he was showing signs of tiredness when he arrived from school. I organised for him to have a 20 minute rest on our floor cushions while listening to some music and I think he may even have dozed off for about 15 minutes.</i> |     |     |     |     |     |
| There's evidence you consistently and confidently respond to children's changing health and activity needs during the day.  |     |     |     |     |     |
| <i>If the above 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 effectively respond to children's needs for sleep, rest and relaxation during the day, individually and in groups.   |     |     |     |     |     |
| <i>If the above 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 manage and support children's health and medical needs in line with best practice,  |     |     |     |     |     |
| <i>If the above 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 actively promote healthy eating, physical activity, and effective hygiene practices in the curriculum and provide regular opportunities to learn about health and wellbeing.   |     |     |     |     |     |
| <i>If the above 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 to an assessor how you're promoting children's health and physical activity in a way that consistently meets the service philosophy and the principles/practices of MTOP.   |     |     |     |     |     |
| <i>If the above 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 to an assessor how your practices reduce as far as possible the risk of injury or illness in children.  |     |     |     |     |     |
| <i>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</i>   |     |     |     |     |     |

**Week 16, 25 to 29 May 2020- Standard 2.1, Health**

**Exceeding - Critical Reflection**

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| <p>There's evidence you regularly contribute to critical reflections aimed at improving each child's health and physical activity outcomes at the service and at home.</p>  |  |  |  |  |  |
| <p><b>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b><br/> <i>Example: At one of our regular reflection meetings I suggested we needed to try some different activities for the children who weren't in to team sports like soccer and netball. I suggested we could involve children in planning an obstacles course, and the result was far bigger than my initial expectations. The children loved coming up with unique ways of challenging themselves (see photos 20/5/20).</i></p> |  |  |  |  |  |
| <p>There's evidence you regularly contribute to critical reflections aimed at improving each child's health and physical activity outcomes at the service and at home.</p>  |  |  |  |  |  |
| <p><b>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b></p>  |  |  |  |  |  |
| <p>There's evidence you consider other ways of supporting each child's health and activity needs and make changes which improve outcomes.</p>   |  |  |  |  |  |
| <p><b>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b></p>  |  |  |  |  |  |
| <p>You can explain to an assessor how reflection on children's changing health and activity needs changes your curriculum.</p>  |  |  |  |  |  |
| <p><b>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b></p>  |  |  |  |  |  |
| <p>There's evidence you regularly contribute to team reflections on health and illness related incidents and willingly implement new policies and procedures to improve outcomes.</p>   |  |  |  |  |  |
| <p><b>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b></p>  |  |  |  |  |  |
| <p>You can discuss some of the current recognised guidelines and information that influence the way you promote health and physical activity, and how these support MTOP and service policies and procedures.</p>   |  |  |  |  |  |
| <p><b>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b></p>  |  |  |  |  |  |
| <p>There's evidence you consider the social justice and equity implications of your health and physical activity practices to ensure the circumstances and rights of every child are met.</p>   |  |  |  |  |  |
| <p><b>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b></p>  |  |  |  |  |  |

**Week 16, 25 to 29 May 2020- Standard 2.1, Health**

**Exceeding - Engagement with families and community**

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| There's evidence your health and activity practices reflect and are inspired by the service's unique geographical, cultural and community context. |  |  |  |  |  |
|--|--|--|--|--|--|

**If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.**  
*Example: We have a local community basketball team called The Ravens which is heavily supported by many community members. Our children love our regular basketball activities. The other day I invited a dad to go through some skills with the children (see learning story 21/5/20).*

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| There's evidence your health and activity practices reflect and are inspired by the service's unique geographical, cultural and community context. |  |  |  |  |  |
|--|--|--|--|--|--|

**If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.**

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| There's evidence you consistently engage with children, families and the community about children's changing health and activity needs, interests, preferences and strengths and include these in the curriculum. |  |  |  |  |  |
|---|--|--|--|--|--|

**If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.**

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| There's evidence you work directly with children, families and professionals to implement targeted practices that meet children's health and activity needs. |  |  |  |  |  |
|--|--|--|--|--|--|

**If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.**

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| There's evidence you proactively promote children's health and physical activity with families and the community eg partnerships with health and wellbeing services. |  |  |  |  |  |
|--|--|--|--|--|--|

**If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.**

**Week 16, 25 to 29 May 2020- Standard 2.1, Health**

**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 28 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.



Video Training Click Here

#### Example Situation

How to engage children in Authentic Indigenous physical art activity?

#### Exceeding themes Standard 2.1 Embedded Practice

The observed and discussed approach to supporting and promoting children's health and physical activity consistently aligns with the design and delivery of the educational program and service philosophy and demonstrates a strong commitment to the priorities, principles and practices of the approved learning framework

#### Critical Reflection

Educators, the educational leader and co-ordinators seek out and consider alternate ways of supporting each child's health and activity needs, and make changes where opportunities to further enhance children's outcomes are identified

#### Engagement with families and communities

The service's approach to supporting and promoting children's health and physical activity suits and draws inspiration from the unique environmental, cultural and community context of the service.



Child/ren  
*Aboriginal dot painting is fun. I'm not sure why Aboriginal people always paint with dots and what it means. I guess my teachers don't know either or they'd be talking to us about it.*

Educators and Nominated Supervisor  
*I wish I knew more about Aboriginal art. You tend to only see dot paintings, and I'm not even sure what they're all about?*

Families and community  
*It's so patronising when you see the same old dot paintings to promote Aboriginal culture. Where do you start though to try and explain 60,000 years of culture? (Aboriginal community member)*

Theorist and current research  
*Indigenous art "is as diverse as any other art form in both material and style. In many cases, you wouldn't know a work of art was made by an Aboriginal and Torres Strait Islander artist unless you looked at the label."  
"Most artists who use (the dot painting) technique today are located in the desert regions of Australia..."*  
Source: Introduction to Aboriginal Art, Art Gallery of SA

### 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 reflected on ways to improve their understanding of Indigenous art so they could promote more balanced and representative Indigenous art activities. They agreed they needed to research the topic, and at their next meeting on 29/5/20 Miss Milly showed them an Indigenous Art Guide she'd located from the Art Gallery of SA. Educators agreed it was useful to guide future activities. On 1 June 2020 Miss Milly and Miss Jenn discussed with children how Indigenous people don't just make dot paintings but lots of other art too like sculptures and installations. They showed them some photos including a crocodile crate made from a shopping trolley and materials including seagrass, raffia, rope, string, wire, paint, emu feathers, bamboo skewers, shells and seedpods. They then encouraged children to make their own installation using lots of natural loose part materials.*

### Week 16, 25 to 29 May 2020- Standard 2.1, Health

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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 28 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 something else in this week's checklist) to critically reflect upon:

- Do your practices reduce as far as possible the risk of injury or illness in children?
- Is there evidence you regularly contribute to team reflections on health and illness related incidents and willingly implement new policies and procedures to improve outcomes?
- Is there evidence you consider the social justice and equity implications of your health and physical activity practices to ensure the circumstances and rights of every child are met?
- Is there evidence you work directly with children, families and professionals to implement targeted practices that meet children's health and activity needs?



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 16, 25 to 29 May 2020- Standard 2.1, Health**



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 some of the theories that influence your teaching practices and how these contribute to continuous improvement." 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 16, 25 to 29 May 2020- Standard 2.1, Health**





Working Towards

Miss Tanya really connected with Dylan’s mum this morning as she told the story of how they went to a corroboree last night and how Dylan was involved in many of the dances. “How cool” said Miss Tanya to Dylan. “I’m sure you want to go and tell all your friends.”



Meeting

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

Miss Tanya really connected with Dylan’s mum this morning as she told the story of how they went to a corroboree last night and how Dylan was involved in many of the dances. “How cool” said Miss Tanya to Dylan. “Would you like to show us all what a corroboree looks like later today?” Dylan nodded and smiled, saying he would use some of the dress up clothes and some paint to help show what it was like. When the time came to put on the corroboree, Miss Tanya supported Dylan to demonstrate and then involve the other children in the group in completing some of the physical movements he learnt at the corroboree (see learning story 28\_5\_20).



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 and the checklist on Monday, Tuesday and Wednesday in the NQS Guide pages 157-159.

**Miss Tanya** really connected with Dylan’s mum this morning as she told the story of how they went to a corroboree last night and how **Dylan** was involved in many of the dances. “How cool” said Miss Tanya to Dylan. **Actively promoting physical activity she asked** “Would you like to show us all what a corroboree looks like later today?” Dylan nodded and smiled, saying he would use some of the dress up clothes and some paint to help show what it was like. When the time came to put on the corroboree, Miss Tanya supported Dylan to demonstrate and then involve the other children in the group in completing some of the physical movements he learnt at the corroboree. **She recognised that activities like this were opportunities to promote Dylan’s Indigenous heritage and that of other children and families at the service** (see learning story 28\_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 16, 25 to 29 May 2020- Standard 2.1, Health**



## Physical Activity Promotion Policy

Educators will:

- implement the Federal Government's Physical Activity Guidelines for children 5-12 years which recommend:
  - A combination of moderate and vigorous activities for at least 60 minutes a day, including activities that strengthen muscle and bone
  - Children shouldn't spend more than two hours a day using electronic media for entertainment (eg computer games, TV, internet), particularly during daylight hours.
- implement planned and spontaneous physical activities in indoor and outdoor areas
- support and promote new activities and those suggested by children and families
- participate in physical activity with children
- promote the benefits of a physically active lifestyle with children
- include activities with complex motor skills, and activities like dance and drama.

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

|  |
|--|
|  |
|--|

| Educator's Name | Educator's Signature |
|-----------------|----------------------|
|                 |                      |
|                 |                      |
|                 |                      |
|                 |                      |
|                 |                      |
|                 |                      |

### Week 16, 25 to 29 May 2020- Standard 2.1, Health

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?

|       |           |    |    |    |    |   |               |    |    |    |    |
|-------|-----------|----|----|----|----|---|---------------|----|----|----|----|
| 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 16, 25 to 29 May 2020- Standard 2.1, Health