



	<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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2.1.1 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'**."

	ED1	ED2	ED3	ED4	ED5
Sleep and Rest					
Do you consistently respond to children's cues or communication for assistance with personal needs and comfort?					
Do you make sure the sleep/rest area is comfortable and inviting eg children are not crowded too closely together?					
Do you respect children's choice not to sleep/rest (unless this required in your professional judgement) and support them to participate in quiet, meaningful activities?					
Do you always follow the safe sleep practices outlined in your service Sleep and Rest Policy - could you explain them to an assessor?					
If responsible for sleeping babies do you physically check them every 10 minutes and complete a sleep record in line with your service policy?					
Clothing					
Do you provide clean spare clothes when needed or provide older children with access to them?					
Toileting					
Do you always reassure and encourage children who are toilet training so it's a positive experience?					
Do you respect and help maintain children's privacy during toileting, dressing/undressing etc?					
Do you communicate and interact with children while changing their nappy or helping with toileting so the experience is relaxed and positive?					
Families					
Can you explain how you encourage families to tell you when their child's sleep, rest or toileting routines change?					
Can you explain how you always try and meet families' clothing preferences where these meet service policies for children's wellbeing and safety?					
Can you explain how you negotiate children's sleep and rest requirements with families, especially where your views differ to families' views?					
Do you always provide families with information about their child's nappy change/toileting routines and sleep/rest patterns?					
Other					
Do you involve older 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 and rest if they’re showing signs of tiredness
- use their knowledge of each child’s needs and normal sleep/rest requirements for particular ages to guide their practice
- make sure all equipment which supports children’s wellbeing and comfort (eg cots, mattresses, change tables, toilets) 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 they enjoy the quiet activities provided while other children sleep?
- Would families agree they feel welcome to discuss changes in their child's routines?
- Would families agree the sleep/rest environment is inviting and not overcrowded?



Child/ren

Educators and Nominated Supervisor

Families and community

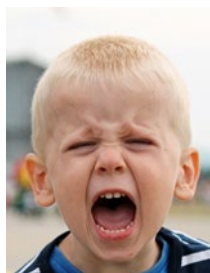
Theorist and current research

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



Working
Towards

It's hard providing quiet activities that engage children who don't want or need to sleep or rest. Most children make enough noise to keep the children who are sleeping/resting awake.



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 what activities they would enjoy doing quietly. **Christian and Samira** suggested making tepees or cubbies out of pillows and sheets, and other children agreed this was a great idea. We also asked the children what they'd like to quietly do inside. "Draw" said **Simone**. "Dress up" said **Cody**. We make sure children can access the resources they've chosen (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.

Preschool educators discussed and reflected on ways to improve sleep/rest conditions for tired children, noting noise levels in the room were impacting children's rights to sleep and rest as needed. **Miss Danni and Miss Sam** decided to ask children and families what activities they would enjoy doing quietly. **Christian and Samira** suggested making tepees or cubbies out of pillows and sheets, and other children agreed this was a great idea. It was interesting several families also said how their children loved building cubbies and hiding in there for ages - There was something about the effect of secluded spaces away from 'prying' adult eyes. We also asked the children what they'd like to quietly do inside. "Draw" said **Simone**. "Dress up" said **Cody**. We make sure children can access the resources they've chosen (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

Sleep, Rest, Relaxation and Clothing Policy

- The service will have a safe, quiet and restful environment for sleep and rest that enables educators to see, hear and closely monitor children at all times
- Educators will follow the safe sleeping practices in the policy which are based on recommendations from Red Nose. If a child has a medical condition which prevents educators from following these procedures an alternative resting practice must be authorised by a doctor in writing and form part of a child's Medical Management Plan
- Educators will consider and meet where possible families' preferences for their child's sleep/rest. Educators have a legal obligation to allow children to sleep/rest if they're showing signs of tiredness. If a resting child falls asleep without assistance in instances where families have requested the child not have naps, educators may allow the child to sleep for a period they believe is in the best interests of the child's health and wellbeing
- All cots must meet Australian Standards and be labelled AS/NZS 2172:2010 or AS/NZS 2195:2010 (folding cots)
- Mattress firmness must comply with AS/NZS 8811.1:2013 Methods of testing sleep surfaces
- Babies must never be left to sleep in a bassinet, hammock, pram or stroller
- Sleeping babies will be physically checked every 10 minutes and the check recorded
- If portacots used they must only be used temporarily (no more than a few days) for children up to 15 kg
- Educators will provide quiet, meaningful activities for children who do not need to/wish to sleep or rest
- Educators will communicate daily with families about their child's sleep and rest routines
- Educators will respect and help maintain children's privacy during toileting, dressing/undressing etc
- Cleaning practices will ensure sleep/rest environments are hygienic. Beds, linen and mattress covers will be cleaned when they look dirty, and every day or at the end of the week if used by the same child
- Children's clothing must be safe, suitable for the weather, able to get dirty, allow free movement and ease of access for toileting
- **For safety reasons children must not wear amber teething necklaces or bracelets**

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

Educator's Name	Educator's Signature

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