



Weekly Goals

| | |
|--|--|
| | <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. |
|--|--|



Element

3.2.2 Resources support play-based learning Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.



Your NQS practice now?

In the box below, brainstorm (5 minutes) what you are currently doing for NQS Element 3.2.2 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 3.2.2.

Week 18, 8 to 12 June 2020– 3.2.2 Resources support play-based learning



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 3.2.3. 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'**."

| Resources | ED1 | ED2 | ED3 | ED4 | ED5 |
|--|-----|-----|-----|-----|-----|
| Do you make sure resources suit each child's age, ability and interests and support their participation in the program? | | | | | |
| Do you make sure there are enough suitable resources in various locations for children to access without waiting for long periods? | | | | | |
| Do you source/make available resources that children can use in many different ways to support their learning eg natural and man-made loose parts? | | | | | |
| Do you make sure children can easily access natural and man-made resources during play which support their creativity and imagination, including resources supporting dance, drama, music and visual arts? | | | | | |
| Do you make sure children can easily access natural and man-made resources during play which support their literacy and numeracy in meaningful ways? | | | | | |
| Do you make sure children can easily access natural and man-made resources during play which encourage problem solving, discovery, experimentation etc? | | | | | |
| Do you make sure children can easily access resources/equipment during play which support physical activities that help develop skills like balance, flexibility, strength and co-ordination? | | | | | |
| Do you make sure children have opportunities to experiment with different technologies during leisure/play? | | | | | |
| Do you make sure resources/equipment challenge children and encourage them to take appropriate risks? | | | | | |
| Do you make sure children can easily access resources during play which provide a range of sensory experiences? | | | | | |
| Practices | | | | | |
| Do you regularly engage with children in their play/leisure activities and take advantage of opportunities to extend their play? | | | | | |
| Do you encourage children to try new activities and experiences? | | | | | |
| Do you encourage children to help choose resources? | | | | | |
| Do you show children how to handle equipment/tools, and support their ongoing use as children become better at using them? | | | | | |
| Do you regularly provide opportunities for long periods of uninterrupted play, and adjust room/group routines where possible to accommodate children actively involved in play? | | | | | |
| Do you regularly reorganise the indoor and outdoor environments with children's help where possible to maintain/extend children's interest? | | | | | |

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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 make sure children can easily access natural and man-made resources during play which support their creativity and imagination, including resources supporting dance, drama, music and visual arts? | On Tuesday I provided the children with old pen lids to make patterns in play dough or use with paint and paper. The children experimented with the amounts of pressure needed to make different patterns and created their own unique artwork (see photos 9_6_20) |
| 1. Do you make sure children can easily access natural and man-made resources during play which support their literacy and numeracy in meaningful ways? | |
| 2. Do you regularly engage with children in their play/leisure activities and take advantage of opportunities to extend their play? | |
| 3. Do you show children how to handle equipment/tools, and support their ongoing use as children become better at using them? | |
| 4. | |
| 5. | |
| 6. | |



Regs!
Do you do this?

What Regulation goes with this NQS Element?
Regulation 105 Furniture, materials and equipment

Who has to do what?

Educators must use, and make sure children can easily access, suitable furniture, materials and equipment required to provide quality education and care.

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

Week 18, 8 to 12 June 2020– 3.2.2 Resources support play-based learning

As a team now reflect critically on a situation in your room that comes under Element 3.2.2 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 10 June 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.

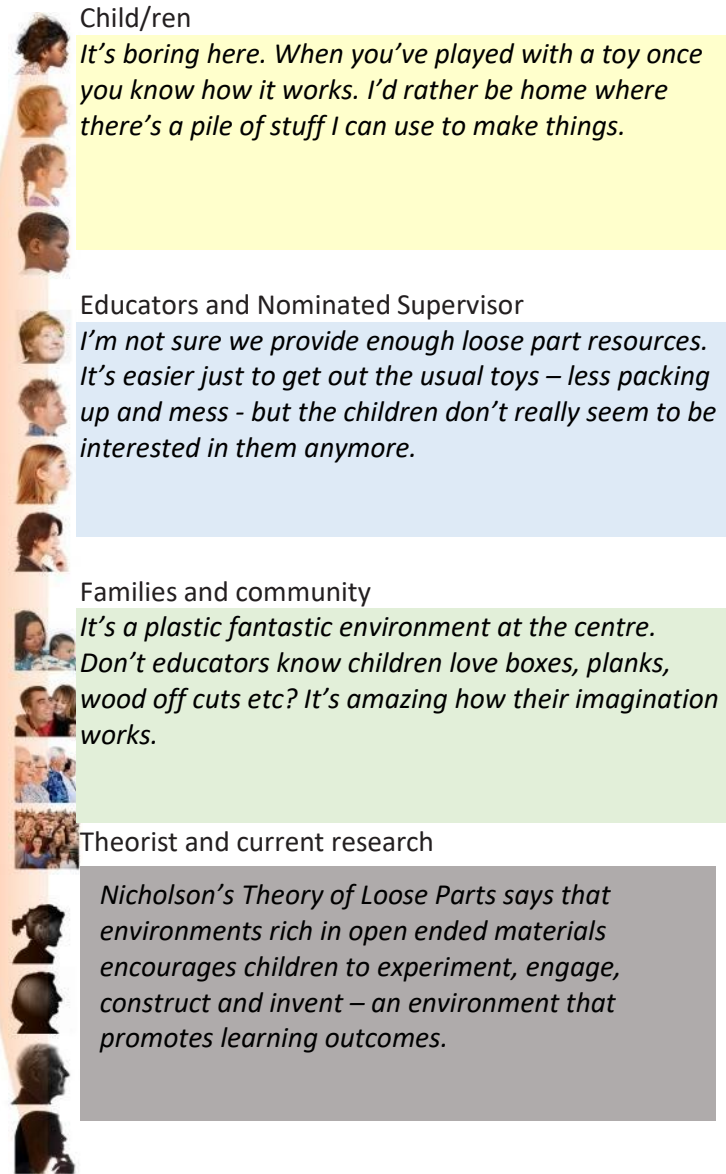
Please watch the video for more information



Video Training
Click Here

Example Situation

Do we have enough open-ended resources?



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 brainstormed types of open ended resources and where they could get them. They discussed getting more clean recyclable materials from families. Then Miss Shamse suggested they ask the local supermarket for some resources including big boxes. The Educational Leader suggested they visit some second-hand shops and recycling businesses too. This prompted Miss Michaela to suggest families might have old unused items they would be willing to donate. Great idea! So far we've got an old computer which the children have taken apart, a set of scales, some measuring cups, a stack of cork coasters and rolls of ribbon and string. See photos 12_6_20 of children involved in activities using these.

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As a team now reflect critically on a situation in your room that comes under Element 3.2.2 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 10 June 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 encourage children to try new activities and experiences?
- Would families/children agree you regularly provide opportunities for long periods of uninterrupted play, and adjust room/group routines where possible to accommodate children actively involved in play?
- Would families/children agree you regularly reorganise the indoor and outdoor environments to maintain/extend children's interest?



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

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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. 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

During pick up one Dad said it'd be good if children tried different types of visual art activities as he noticed there was a lot of standard painting craft where children all tried to paint the same thing. Miss Myra asked if he was a visual arts teacher and said the children liked comparing their paintings and had never said they were bored.



Meeting

The green text is directly related to the meeting indicators for Element 3.2.2 on pages 195-197 of the NQS Guide

During pick up one Dad said it'd be good if children tried different types of visual art activities as he noticed there was a lot of standard painting craft where children all tried to paint the same thing. **Miss Myra** reflected and agreed he had a point. She recently saw an activity where children used natural materials like twigs and leaves to make brushes they could paint with. **She encouraged children to try this new activity and it was a big hit, stimulating children's creativity, problem solving and discovery (see photos 11_6_20)**



Exceeding

Click the logo above to see the ACECQA NSQ Exceeding Themes for 3.2

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 200-201.**

During pick up one Dad said it'd be good if children tried different types of visual art activities as he noticed there was a lot of standard painting craft where children all tried to paint the same thing. **Miss Myra reflected and agreed he had a point.** She recently saw an activity where children used natural materials like twigs and leaves to make brushes they could paint with. She encouraged children to try this new activity and it was a big hit, stimulating children's creativity, problem solving and discovery **(see photos 11_6_20)** **At the centre we try and hold many activities outdoors as children have told us they love working outside. Our outdoor environment was the perfect venue for this nature based art activity!**

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.

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Photography Policy

The Approved Provider or Nominated Supervisor will ensure:

- the Photography Policy is discussed with parents/families during enrolment
- parents authorise the taking of photos/videos of their child in writing before any are taken at the centre
- authorisations include why the photos/videos will be taken and how they'll be used
- no children's photos/videos are posted on centre's social media, website, Apps etc if not authorised by parents
- educators don't use their own phone, tablet etc to take photos/videos of children
- educators never download photos/videos to a personal device
- service phones, tablets etc are never taken home by employees and are stored securely
- photos/videos used publicly only refer to child by first name and surname initial.

Parents/families:

- can only photograph/video their own children unless given permission by another child's parents
- must not share photos/videos containing other children or educators (eg on social media) without express consent from child's parents or educators.

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

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