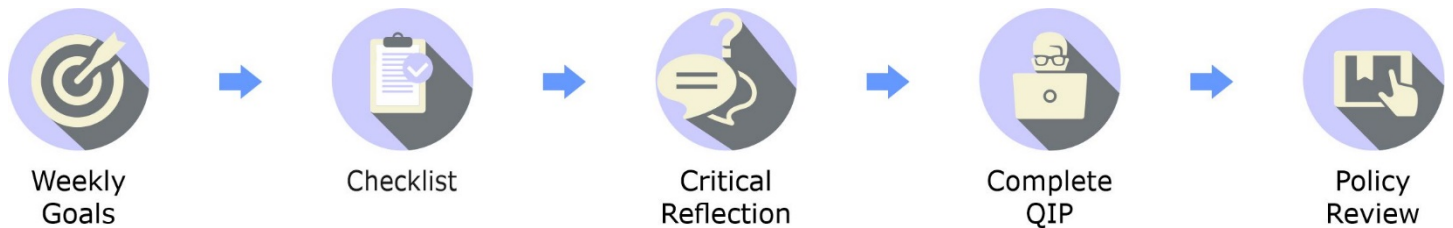
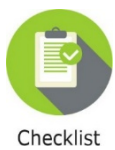


This week, we are looking at our last 3 weeks covering Elements 3.2.1, 3.2.2 and 3.2.3. These elements make up the Standard 3.2, Use The service environment is inclusive, promotes competence and supports exploration and play-based learning.

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"> 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.
--	--



Why are you doing the checklist?

Monday 22 June 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	

Week 20, 22 to 26 June 2020- Standard 3.2, Use

How to use Centre Support video links.



Video
Training
Click Here

Click on the video icon on the left to hear an explanation of the Standard in more detail.

Remember: Our material can be printed or used as a digital PDF copy and kept on your computer.

Are you Exceeding? Use the checklist below to see.

Exceeding - Embedded Practice	ED1	ED2	ED3	ED4	ED5
There's evidence you consistently support children's efforts to learn about and become involved in caring for the environment.	E	E	E		
<p><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> <i>Example: We have a worm farm and children take turns every day feeding our food scraps to the worms. They're all involved in using the 'worm wee' to fertilise our veggie patch. We've completed many activities about why this is better for the environment than say sending the food scraps to landfill (see worm farm activity 23_6_20.</i></p>					
There's evidence you consistently support children's efforts to learn about and become involved in caring for the environment.					
<p><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></p>					
There's evidence you implement activities which teach children about caring for the environment, and that you highlight relevant service practices that do this					
<p><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></p>					
There's evidence you use space and resources flexibly and in ways which encourage all children to participate and achieve learning outcomes – and could you confidently explain how you do this to an assessor.					
<p><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></p>					
There's evidence you regularly adapt spaces and resources to help children participate eg each day, week, month etc.					
<p><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></p>					
You could confidently explain to an assessor how your approach to inclusive environments, and teaching children about environmental responsibility, is consistent with your service philosophy.					
<p><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></p>					

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Video 2- Click on the video icon on the left to hear an explanation of the Standard in more detail.

Exceeding - Critical Reflection

Is there evidence you regularly contribute to critical reflections about the way space and resources can best be used to promote inclusive, play-based learning environments.					
<p>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>Example: Last week during our team reflection I suggested we move some of our tables and chairs to create a space where children had more room to engage in creative activities involving music, dance and drama. See photos 19_6_20 of children performing these activities .</i></p>					
There's evidence you regularly contribute to critical reflections about the way space and resources can best be used to promote inclusive, play-based learning environments.					
<p>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</p>					
There's evidence you regularly contribute to critical reflections about the best ways to teach children their environmental responsibilities.					
<p>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</p>					
There's evidence you regularly contribute to critical reflections about sustainable practices at the service and work with all staff to implement and strengthen these practices.					
<p>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</p>					
You can discuss some of the current recognised guidelines about implementing play-based learning environments and teaching children how to care for the environment.					
<p>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</p>					

Week 20, 22 to 26 June 2020- Standard 3.2, Use



Video
Training
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Video 3 - Click on the video icon on the left to hear an explanation of the Standard in more detail.

Exceeding - Engagement with families and community

There's evidence you use and organise spaces and resources in ways that reflect 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. <i>Example: As discussed under the critical theme, I suggested more space for children's creative activities. Dance attracts a huge following among our children and families, with many of our children attending professional classes.</i>					
There's evidence you use and organise spaces and resources in ways that reflect 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 teach children about caring for the environment in ways that reflect 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 community members about the use of spaces, resources and ways to include diverse cultures, and include their ideas and preferences.					
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 community members about sustainable practices at the service and environmental awareness, and include their ideas and preferences.					
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 take children on excursions and use community spaces and resources to engage children in learning, including how to care for the environment					
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 support families to implement practices at home which care for the environment					
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 20, 22 to 26 June 2020- Standard 3.2, Use

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 25 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.



Video Training
Click Here

Please watch the video for more information

Example Situation

One of our children has heard the word 'fracking.' They think it's a rude word. How will we approach this?

Exceeding themes Standard 3.2 Embedded Practice

All educators demonstrate an ongoing commitment to caring for the natural environment and fostering environmental awareness and responsibility in children.

Critical Reflection

All educators regularly reflect on opportunities to support children's environmental awareness and responsibility.

Engagement with families and communities

The service's approach to environmentally sustainable practice and support of environmental responsibility:

- reflects the unique geographical, cultural and community context of the service
- welcomes, respects and draws on the voices, priorities and strengths of the children and families at the service.



Child/ren

I love saying the word 'fracking.' It sounds like another word I'm not allowed to say, and it always gets people's attention!

Educators and Nominated Supervisor

We need to explain what 'fracking' means but I don't understand it. It sounds really complicated.

Families and community

When Harry uses the word 'fracking' I wish I could explain it to him but I can't, and I'm too busy to find out more. I know he thinks he's being 'cool' using the word – but he has no idea!

Theorist and current research

Vygotsky says there are 'zones of proximal development' where children have the capacity to learn more with help from a teacher/parent. Teaching children about fracking and it's environmental impact would fall into this category

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 how to learn more about fracking and present it simply so children could understand. They googled and found several sites including

<https://tikithepenguin.org/fracking/fracking.html>

Over the next couple of days they completed many activities with the children related to fracking, including exploring what could happen to a river if fracking happened there (see photos 26_6_20).

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



- Would children and families agree spaces and resources are regularly changed to encourage children's participation in activities and play?
- Would children and families agree most resources can be used in lots of different ways and therefore encourage children to investigate, explore, create etc?
- Would families agree you support them to implement practices at home which care for the environment?

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 20, 22 to 26 June 2020- Standard 3.2, Use

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.

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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 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

We tried to start a garden so children could learn more about caring for the environment but we had trouble keeping things alive, and none of the educators knew that much about gardening so we decided to stick with the couple of potted plants we have.



Meeting

The green text is directly related to the meeting indicators for Elements 3.2.3 on pages 198-199 of the NQS Guide

Giraffe Group

We tried to start a garden so children could learn more about caring for the environment but we had trouble keeping things alive, and none of the educators knew that much about gardening so we visited our local nursery with the children to get some advice (see photos 15_6_20). Kaylee, Max, Sharna and Jerome said they had lots of plants at home that didn't die, and Mr Lucas from the nursery said these could be hardy natives – or they could be weeds!! All the children then discussed what a weed was. Miss Cathy said it was any plant that made it hard for other plants to survive. Mr Lucas said it included plants that hurt the environment. Kaylee said her mum thought it was any plant she didn't want in the garden. Miss Cathy and Miss Deanna started to plan activities to learn more about weeds. While there nursery staff discussed how they could run mini sessions teaching the children about things like mulching, drip irrigation, and how to care for specific plants. We've booked in to attend!



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

Giraffe Group

We tried to start a garden so children could learn more about caring for the environment but we had trouble keeping things alive, and none of the educators knew that much about gardening so we visited our local nursery with the children to get some advice about plants native to our area and the best way to care for them (see photos 15_6_20). Kaylee, Max, Sharna and Jerome said they had lots of plants at home that didn't die. Mr Lucas from the nursery said these could be hardy natives – or they could be weeds!! All the children then discussed what a weed was. Miss Cathy said it was any plant that made it hard for other plants to survive. Mr Lucas said it included plants that hurt the environment. Kaylee said her mum thought it was any plant she didn't want in the garden. Miss Cathy and Miss Deanna started to plan activities to learn more about weeds. While there nursery staff discussed how they could run mini sessions teaching the children about things like mulching, drip irrigation, and how to care for specific plants. We've booked in to attend!

Miss Cathy also realised they were probably lots of parents who could provide advice on gardening and in particular sustainable practices so she asked for input from families all the closed Facebook group. Several parents offered to provide advice and help establish the garden. Miss Cathy used this opportunity to learn more about Indigenous plants, and while families were there she asked for their views on how they could include aspects of the families' culture in their environments. Sharna's mum suggested making space for a fire pit and Yarning circle. What a great idea! All staff are contributing to ideas about how that could work.

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 20, 22 to 26 June 2020- Standard 3.2, Use

CCTV Policy

We may install CCTV cameras to help ensure the safety and security of our children, employees and visitors.

If we install CCTV cameras we will:

- notify employees and families in writing at least 14 days before use
 - when they will start recording
 - whether they will record footage continuously or intermittently
 - the period of surveillance
 - how long the footage will be kept
 - who has access to the footage
 - when and how the footage will be deleted
 - that they may consult with the Nominated Supervisor about the surveillance
- display signs telling people CCTV cameras are in use
- record vision but not sound
- never use it in adult or children's toilets, bathrooms or change rooms.

During the 14 day notice period we will consult with employees and families.

We will give new employees or families a copy of the CCTV policy before they start.

Family Law and Access Policy

Educators, staff and volunteers must:

- comply with Parenting Orders/Plans that affect a child at the Service (as they are legally enforceable). The Orders/Plans can cover things like who has custody of and access to the child, and who can make decisions about the child's life
- never deliver a child to a non-custodial parent. They will contact the parent the child lives with, and the police if needed, where the non-custodial parent refuses to leave.

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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