



Weekly Goals



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	<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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Element

2.2.1 Supervision - At all times, **reasonable precautions** and **adequate supervision** ensure children are protected from harm and hazard.



Your NQS practice now?



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In the box below, brainstorm (5 minutes) what you are currently doing for NQS Element 2.2.1 and why you doing 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 2.2.1.

Week 28, 31 August to 4 September 2020– 2.2.1 Supervision



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 2.2.1. 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
Supervision					
Do you always supervise children when working with them including during sleep, rest, meals, transitions and higher risk activities eg water play, cooking, woodwork?					
Do you always adjust your level of supervision to reflect the ages, number of children, activity, location, experience level of team members etc?					
Can you always see and hear sleeping/resting children?					
Do you make sure children only leave the service with their parent, authorised nominee, on an authorised excursion, or during a medical or other emergency?					
Do you talk with other staff to ensure children are always supervised (eg let them know where children are or that you're moving locations) and share supervision arrangements with relief staff?					
Do you closely supervise all visitors, students and volunteers at all times children are present?					
Reasonable Precautions					
Do you involve children in setting safety rules where possible and teach them how to safely use equipment and resources?					
Do you always follow the service Sun Protection Policy and discuss sun safety with children?					
Do you understand and always follow the requirements for risk assessments and authorisations when planning excursions?					
Do you always proactively manage risks in the environment eg remove or cordon off identified risks, follow service maintenance procedures?					
Do you ensure hazardous products like medications, detergents, cleaning products, garden chemicals, and electrical equipment can never be accessed by children?					
Are you aware of and do you always implement risk minimisation plans for children with a specific health care need, allergy or medical condition?					
Do you ensure you're never impaired by alcohol or legal/illegal drugs at the service and never use tobacco, drugs or alcohol at work?					
Do you always consume hot food and drinks away from children?					

Week 28, 31 August to 4 September 2020– 2.2.1 Supervision



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Building Mud Kitchen



Video
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Pulling motorbikes apart

Tuesday 1 September 2020



Checklist

Together as a team, use what you do (from your brainstorming session and the checklist) to write 3 short sentence that show “how” you are doing it. We’ve chosen 1 question 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
Do you always consume hot food and drinks away from children?	Yes the other day I saw another educator bring a takeaway coffee into the room and she said this was okay because it had a lid. I said no, it could be knocked and the lid could come off, and it’s not worth a child getting burnt.
1. Do you always consume hot food and drinks away from children?	
2. Do you closely supervise all visitors, students and volunteers at all times children are present?	
3. Do you always adjust your level of supervision to reflect the ages, number of children, activity, location, experience level of team members etc?	

Week 28, 31 August to 4 September 2020– 2.2.1 Supervision



Regs!
Do you
do this?

What Regulation goes with this NQS Element?

Law Section 165 Offence to inadequately supervise children

Law Section 166 Offence to use inappropriate discipline

Law Section 167 Offence relating to protection of children from harm and hazards

Law Section 170 Offence relating to unauthorised persons on education and care service premises

Law Section 171 Offence relating to direction to exclude inappropriate persons from education and care premises

Regulation 82 Tobacco, drug and alcohol free environment

Regulation 83 Staff members and family day care educators not to be affected by alcohol or drugs

Regulation 99 Children leaving the education and care service premises

Regulation 100 Risk assessment must be conducted before excursion

Regulation 101 Conduct of risk assessment for excursion

Regulation 102 Authorisation for excursions

Who has to do what? You must:

- **always** adequately supervise children. See [ACECQA FAQ 'What is adequate supervision'](#)
- **never** use corporal punishment or unreasonable discipline
- **protect all children** from harm and from any hazard likely to cause injury
- **always supervise visitors** unless they're a parent/family member, an authorised nominee, or a medical/emergency worker responding to an emergency
- **never use tobacco, illicit drugs or alcohol at the service**, or come to work impaired by their use (including by prescription medication)
- **only let children leave the service if** they're collected by a parent (unless there's a court order) or someone authorised to collect them, or their parent/authorised nominee has authorised them leaving the service including going on an excursion, or they need medical attention, or there's an emergency affecting the service
- **complete a risk assessment** which meets the requirements of Reg 101 for any excursion that's not a regular outing (as defined in Reg 4) **before** asking parents to authorise the excursion
- **make sure there's a risk assessment for regular outings** meeting the requirements of Reg 101 which was completed **not more than 12 months before the regular outing**
- make sure **authorisations for excursions** include all the requirements of Reg 102.

Which of these things do you need to improve or understand better?

Week 28, 31 August to 4 September 2020– 2.2.1 Supervision

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As a team now reflect critically on a situation in your room that comes under Element 2.2.1 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 2 September 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

I don't understand why we were breached for ratios during a spot visit even though we had the correct number of educators. We even had one educator making the service clean and hygienic during the visit!

Child/ren
I'd rather Miss Serena does something with us instead of cleaning the room. It'd be fun helping too. I love spraying the glass sliding doors at home and making them all shiny.

Educators and Nominated Supervisor
Not sure when we can clean if we're not supposed to do it when the children are present – which is all of the time.

Families and community
I hate going into shops when staff are vacuuming and it's the same at the centre. Why are they cleaning when they should be interacting with my child?

Theorist and current research
Reg 13 Meaning of Working directly with children Person must be physically present and directly engaged in providing education and care to the children.
Reg 122 An educator can't be included in ratios unless working directly with children.
NQS 1.1.3 Educators use all aspects of the program to intentionally teach children and support their learning.

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.

The Educational Leader Miss Renee reflected with educators on why they did not see cleaning routines as opportunities to promote learning outcomes. Some educators did not think children would want to clean or if they did, clean to a high enough standard.

Miss Renee showed them photos of children at other centres wiping their tables, vacuuming the skirting boards, spraying the sliding doors etc. Educators realised they may be underestimating children's ability to participate in these routines.

Miss Renee then discussed which learning outcomes could apply and educators were quite surprised to find so many were relevant eg all of Outcome 1.

Week 28, 31 August to 4 September 2020– 2.2.1 Supervision

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As a team now reflect critically on a situation in your room that comes under Element 2.2.1 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 2 September 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:

- Could you discuss the need to balance children's desire for privacy and independence with effective supervision practices?
- Could you discuss how your supervision practices allow you to involve children in risky activities?
- Would families agree you take a proactive approach to risk management?
- How do you think families would respond to a survey asking if they were confident their child was always safe at the service?



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 28, 31 August to 4 September 2020– 2.2.1 Supervision



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 and critical reflection). 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.		

Week 28, 31 August to 4 September 2020– 2.2.1 Supervision



Working Towards

Educators were planning a scavenger hunt to build on children’s interest in marine life - hiding items connected with the sea in the local park next door (a regular excursion). We thought we’d be okay from a staffing viewpoint. As long as we met ratios we’d be right.



Meeting

The green text is directly related to the meeting indicators for Element 2.2.1 on pages 163-167 of the NQS Guide

Giraffe group

Educators were planning a scavenger hunt to build on children’s interest in marine life - hiding items connected with the sea in the local park next door (a regular excursion). We did a risk assessment to consider the supervision risks that may occur with children running in different directions around the park all at once. We also had a couple of trainees who didn’t have a lot of experience. The measures we took following the risk assessment (see risk assessment folder) included drawing up a supervision plan to ensure educators supervised from critical areas eg next to the pond, inviting a couple of parents to assist, and allocating the trainees to supervise the closed-in playground area (see photos and learning story 15_7_20).



Exceeding

[Click the logo above to see the ACECQA NSQ Exceeding Themes for 2.2](#)

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 172-174.

Giraffe group

Educators were planning a scavenger hunt to build on children’s interest in marine life - hiding items connected with the sea in the local park next door (a regular excursion). To protect children from harm and hazard, we did a risk assessment to consider the supervision risks that may occur with children running in different directions around the park all at once. We also had a couple of trainees who didn’t have a lot of experience. We adjusted our supervision strategies after completing the risk assessment (see risk assessment folder) by drawing up a supervision plan to ensure educators supervised from critical areas eg next to the pond, actively engaging with families about the proposed activity and inherent risks and inviting a couple of parents to assist, and allocating the trainees to supervise the closed-in playground area (see photos and learning story 15_7_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 28, 31 August to 4 September 2020– 2.2.1 Supervision

Chemical Spills Policy

- Chemicals are cleaned up immediately and safely
- Remove children, contain spill, and follow instructions on Material Safety Data Sheet.
- Decontaminate or dispose of clothing/equipment
- Reflect on incident and minimise or eliminate risk spill may happen again

Administration of Authorised Medication Policy

- Medication must be handed to educators and not left in a child's bag
- Medication will only be administered if it is authorised except:
 - in an anaphylaxis or asthma emergency, medication may be administered without authorisation. Parents and the emergency services will be contacted as soon as possible
 - in other emergencies we may obtain verbal authorisation from parents, or emergency services if parents can't be contacted. Parents will be advised as soon as possible
- A Medication Record will always be completed when medication is administered containing the authorisation, the time and date the medication is/was administered, the dosage, the name and signature of the person administering the medication and of the person who checked this
- Medication will only be administered if it's in the original container with an original legible label which if prescribed by a doctor has the child's name, hasn't expired, and is administered in line with any instructions on the label or from the doctor.

Do you have any feedback or comments about these policies? Please include below.

Educator's Name	Educator's Signature

Week 28, 31 August to 4 September 2020– 2.2.1 Supervision

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 28, 31 August to 4 September 2020– 2.2.1 Supervision