



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

3.1.1 Fit for Purpose - Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.



Your NQS practice now?



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In the box below, brainstorm (5 minutes) what you are currently doing for NQS Element 3.1.1 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 3.1.1.

Week 25, 10 to 14 August 2020– 3.1.1 Fit for Purpose



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 3.1.1. 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'**."

Facilities	ED1	ED2	ED3	ED4	ED5
Can you easily supervise children in all areas?					
Do you follow a playground supervision plan for any hard to see areas?					
Do you make sure there is nothing against the fence that may allow children to get outside the premises eg toys, pots, vegetation?					
Do you make sure access in the rooms and between indoor and outdoor areas is not blocked by furniture and equipment?					
Do you use artificial lighting and heating/cooling in the most sustainable way eg heating/cooling temperatures not set too high or low?					
Do you make sure sleep and rest areas are quiet, comfortable and well ventilated?					
Do you make sure sinks used for handwashing after toileting or nappy changing are never used to prepare food or heat bottles etc?					
Do you document evaluations of and changes in the location of furniture and equipment?					
Do you contribute to making the environments attractive and welcoming eg display children's projects and art work, keep environments clean and tidy?					
Do you hold confidential conversations with families in spaces which offer privacy?					
Teaching					
Do you teach children the correct way to use furniture and equipment to ensure their safety?					
Do you work with resources that reflect the cultures and backgrounds of the children, families and local community?					
Do you consider the spaces available when organising group activities ie to ensure all children's safety, minimise conflict and promote learning outcomes?					
Do you manage the environment to reduce prolonged exposure to excess noise?					
Do you set up the environment to minimise the risk of injury and conflict?					

Week 25, 10 to 14 August 2020– 3.1.1 Fit for Purpose



Checklist



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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 contribute to making the environments attractive and welcoming eg display children’s projects and art work, keep environments clean and tidy?	Yes – whenever children are involved in a significant activity I make sure to display it in the room. For example during July children were building rubber band powered boats. The children and I created a diorama (3D scene) to display the boats in a lake setting.
1. Do you contribute to making the environments attractive and welcoming eg display children’s projects and art work, keep environments clean and tidy?	
2.	
3.	



Regs!
Do you do this?

What Regulation goes with this NQS Element?

Reg 104 Fencing, Reg 106 Laundry and hygiene facilities, Reg 107 Space requirements - indoor Reg 108 Space requirements – outdoor, Reg 109 Toilet and hygiene facilities, Reg 110 Ventilation and natural light, Reg 111 Administrative space, Reg 112 Nappy changing facilities, Reg 114 Outdoor space – shade, Reg 115 Premises designed to facilitate supervision

Who has to do what? You must ensure:

- soiled clothing, nappies and linen is stored hygienically and safely, and cleaned effectively
- indoor spaces are well ventilated (eg open windows and doors, or air con and fans) and are kept at temperatures that are comfortable and safe
- adequate shading covers active and passive play areas
- children are always well supervised.

Which of these things will you improve in your interactions with children and/or families? Maybe focus on one thing and reflect on why this is meaningful for you.

Week 25, 10 to 14 August 2020– 3.1.1 Fit for Purpose

As a team now reflect critically on a situation in your room that comes under Element 3.1.1 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 12 August 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



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Example Situation

It's time consuming getting the children to wash their hands, especially now we seem to be doing it all the time because of COVID.



Child/ren
I don't want to wash my hands all the time. I've got better things to do.

Educators and Nominated Supervisor
It's especially important in COVID times that children wash their hands properly. They just need to do it.

Families and community
I understand children have to wash their hands often, especially because of the Pandemic, but surely staff can inject a bit of fun etc into the process.

Theorist and current research
*"Materials enhance learning when they reflect what is natural and familiar and also introduce novelty to provoke interest and more complex and increasingly abstract thinking."
EYLF*

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 our team meeting on 3_8-20 I (Miss Jackie) asked if others thought we could improve our handwashing procedures in any way to make it more engaging for children. Miss Avara said she'd been thinking about hands free soap dispensers for the service because she liked the hands free sanitiser dispensers many businesses had now. We agreed this may make handwashing more enjoyable for the children and decided to raise the idea with the Nominated Supervisor.

Miss Mel noted we had floor markings around the basins in the bathroom for children to stand on while they wanted to wash their hands and suggested we assign an activity to each spot eg making silly faces, standing on one leg, singing their favourite song.

Week 25, 10 to 14 August 2020– 3.1.1 Fit for Purpose

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As a team now reflect critically on a situation in your room that comes under Element 3.1.1 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 12 August 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 agree you're always vigilant supervising children?
- Would team members agree you consider how the available space will affect children's interactions and learning?
- Would families and staff agree the learning environment always minimises the risk of injury?
- Would families agree you make sure sleep and rest areas are quite and comfortable?



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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Complete QIP



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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 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 25, 10 to 14 August 2020– 3.1.1 Fit for Purpose



Working
Towards

We've got this great sandpit with lots of plastic toys. I'm not sure why children aren't using it? Guess they'll come back to it when they get tired of playing elsewhere.



Meeting

The green text is directly related to the meeting indicators for Element 3.1.1 on pages 181-183 of the NQS Guide

At our staff meeting on 6_4_20 educators from the Hippo room/group mentioned that children seemed to be avoiding the sandpit. Other educators agreed and all staff reflected on why this may be happening. Miss Danni suggested we include more natural elements in the sandpit eg large rocks to sit on and more natural loose parts like sticks and pine cones. Miss Millie said we could build a path to and around the sandpit to encourage sandpit play. Miss Samantha suggested the sand was too wet and cold and they needed to consider removing the shade covering for longer periods so the sand had a chance to dry out. She noted this would also help keep the sand clean and hygienic. Educators agreed these were all good ideas. They decided to source more natural materials and to remove the shade covering when it was fine and children were not using the sandpit. The NS committed to reviewing if it was feasible to redesign access to the sandpit. We've already seen a dramatic increase in use since introducing the natural materials and ensuring the sand is dry eg see photos and learning stories for week commencing 20_4_20.



Exceeding

[Click the logo above to see the ACECQA NSQ Exceeding Themes for 3.1](#)

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 186-187.

At our staff meeting on 6_4_20 educators from the Hippo room/group mentioned that children seemed to be avoiding the sandpit. Other educators agreed and all staff reflected on why this may be happening. Miss Danni suggested we include more natural elements in the sandpit eg large rocks to sit on and more natural loose parts like sticks and pine cones. Miss Millie said we could build a path to and around the sandpit to encourage sandpit play. Miss Samantha suggested the sand was too wet and cold and they needed to consider removing the shade covering for longer periods so the sand had a chance to dry out. She noted this would also help keep the sand clean and hygienic. Educators agreed these were all good ideas. They decided to source more natural materials and to remove the shade covering when it was fine and children were not using the sandpit. They referred to Kidsafe Fact Sheets for guidance and ideas eg Kidsafe NSW Fact Sheet says:

- "A 700mm wide paved edge surrounding the sandpit provides an easy to sweep surface that helps keep the sand in place. Making two 700 mm wide ledges adds to the play experience as children are inevitably drawn to placing their masterpiece on a ledge to dry"
- The incorporation of natural elements such as boulders, dry creek beds and strappy plantings with sandpit design are popular and aid in establishing a special "sense of place". ...Boulders should be large enough to sit on or to be used as small building decks and should measure from 300-700mm across and 300- 450mm high. The boulders should be positioned so they are stableany sharp edges ...must be rounded off.
- "Introduce plantings to at least one edge of the sandpit and include groundcovers, strappy plants, plumed grasses and shade trees."

The NS committed to reviewing if it was feasible to redesign access to the sandpit. On 13_4_20 the NS posted in our closed Facebook groups asking families for ideas on improvements we could make to the design of the sandpit and surrounding areas. She also discussed this in person with one family who runs a landscaping business. We ended up engaging this business to build a 700mm wide paved edge around the sandpit. We saw a dramatic increase in use after introducing the natural materials and ensuring the sand was dry eg see photos and learning stories for week commencing 20_4_20. The addition of the paved area has further increased use and opportunities for learning (see photos 3_8_20).

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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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Sun Safety

We will use a combination of sun protection measures when UV levels are 3 and over including:

- planning outdoor activities in shaded areas
- wearing sun safe hats that protect their face, neck and ears (educators, staff and children)
- wearing sun safe clothing that covers as much of the skin as possible (educators, staff and children)
- applying SPF30+ broad-spectrum water-resistant sunscreen 20 minutes before going outdoors and reapplying every 2 hours (educators, staff and children)
- ensuring babies remain in full shade when outside
- role modelling sun safe techniques
- incorporating sun protection learning into our curriculum.

Water Safety

We will implement the following measures in relation to water safety:

- complete a risk assessment before allowing children to engage in water based activities
- ensure no child swims without written permission from parents
- ensure there is adequate supervision
- fill wading pools with less than 300mm of water
- remove any items that could be used to climb into the fenced area of a water hazard
- display a Cardiopulmonary Resuscitation guide
- cover all water containers or ensure they are inaccessible to children
- immediately empty all wading pools/water troughs etc. after every use
- ensure children's play areas are safely fenced off from water hazards
- clean and disinfect pools etc in accordance with the instructions on the container.

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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