



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

3.1.2 Upkeep - Premises, furniture and equipment are safe, clean and well maintained.

All staff are familiar with and implement **cleaning procedures** and schedules to ensure the premises, furniture and equipment is always clean.

All staff are familiar with and implement **maintenance procedures** to ensure the premises, furniture and equipment is always safe and well-maintained.



Your NQS practice now?



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In the box below, brainstorm (5 minutes) what you are currently doing for NQS Element 3.1.2 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 3.1.2.

Week 26, 17 to 21 August 2020– 3.1.2 Upkeep



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 3.1.2. 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
Cleaning					
Are you familiar with all service cleaning procedures including those for the bathroom, toilet, nappy change areas, rooms, high chairs, toys, cots and stretchers/beds, and sandpit?					
Do you implement service cleaning schedules as rostered/required?					
Do you know the cleaning procedures which apply if there are spills of blood or other body fluids?					
Maintenance					
Do you participate in daily safety checks of indoor and outdoor areas?					
Do you create risk assessments for the physical environment, including assessments for all new potentially dangerous equipment and furniture that enters your room/service?					
Do you understand your centre's maintenance procedure?					
Do you know how and who to notify if you find broken or damaged resources, premises or equipment?					
Do you immediately remove broken or damaged resources or equipment or make sure children can't access them?					
Do you know where to access information about the safe arrangement and anchoring of furniture and equipment?					



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Children Cleaning



Video Training
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Children Repairing Furniture



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Exceeding Ideas

Week 26, 17 to 21 August 2020– 3.1.2 Upkeep

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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 implement service cleaning schedules as rostered/required?	Yes –currently for example we’re cleaning high touch surfaces every hour because of COVID. There’s a room roster and every educator takes a turn.
1. Do you implement service cleaning schedules as rostered/required?	
2.	
3.	



Regs!
Do you do this?



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What Regulation goes with this NQS Element?

Reg 103 Premises, furniture and equipment to be safe, clean and in good repair

Who has to do what? You must:

- regularly clean and maintain the building, equipment and furniture
- immediately remove broken and unsafe equipment and furniture
- complete risk assessments for new equipment, furniture and resources that could injure children to ensure steps are taken to remove or minimise the risk.

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.

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As a team now reflect critically on a situation in your room that comes under Element 3.1.2 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 19 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

There may be a patch of bindi weeds in our lawn.

Child/ren
I love playing in the grass, especially in bare feet. It feels really good after wearing shoes for awhile.

Educators and Nominated Supervisor
The children love kicking off their shoes and feeling the different textures of grass, sand, dirt etc. I'm worried, though, they may be bindis in our grass. These can be really prickly to stand on in bare feet (Miss Becky).

Families and community
I love the way educators let children play in bare feet when it's safe. I think it helps with their co-ordination too.

Theorist and current research
For both children and adults, moving in bare feet improves the awareness of where we are in relation to the space around us (proprioception). Alain Berthoz, a neuro-physician, says a child's first ability to control balance, along with the vestibular system (which is in the inner ear) develops through the feet. Recent research also shows that running in bare feet can improve working memory in adults.
<https://activebabiesmartkids.com.au/articles/bare-feet-babies-children-important/>

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.

Miss Becky checked what bindis looked like and when her suspicions were confirmed she spoke to the Nominated Supervisor. Miss Becky said they needed to get rid of the bindis before they flowered and filled the area with prickles. The Nominated Supervisor immediately spoke to a contact at the local nursery who advised they spray with a herbicide. The NS completed a risk assessment and implemented measures to reduce any risk to staff, children and visitors.

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As a team now reflect critically on a situation in your room that comes under Element 3.1.2 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 19 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 immediately remove damaged resources or make sure children can't access them?
- Would team members agree you're familiar with all service cleaning procedures including those for the bathroom, toilet, nappy change areas, rooms, high chairs, toys, cots and stretchers/beds, and sandpit?
- Would team members agree you complete risk assessments for all new potentially dangerous equipment and furniture that enters your room/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

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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 26, 17 to 21 August 2020– 3.1.2 Upkeep



Working Towards

We had an instance recently where an educator was not cleaning the bathroom properly. The Nominated Supervisor spoke with her about cleaning expectations. We'll see what happens in the coming weeks.



Meeting

The green text is directly related to the meeting indicators for Element 3.1.2 on pages 184-185 of the NQS Guide. We had an instance recently where an educator was not cleaning the bathroom properly. The Nominated Supervisor organised a meeting with the educator. She spoke with the educator about cleaning expectations and referred to our documented cleaning procedure. The educator was given a warning letter stating her cleaning practices needed to improve to meet our documented procedure (available in personnel file). The Nominated Supervisor also decided to display the procedure on the back of the bathroom door along with a cleaning schedule which all educators were required to sign off on when the cleaning was completed. The Nominated Supervisor set another meeting time with the educator for the following week to review her cleaning practices.



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. We had an instance recently where an educator was not cleaning the bathroom properly. To ensure the bathroom was always safe, clean and well-maintained, the Nominated Supervisor organised a meeting with the educator. She spoke with the educator about cleaning expectations and referred to our documented cleaning procedure. The educator was given a warning letter stating her cleaning practices needed to improve to meet our documented procedure (available in personnel file). The Nominated Supervisor also decided to display the procedure on the back of the bathroom door along with a cleaning schedule which all educators were required to sign off on when the cleaning was completed. The Nominated Supervisor advised all room leaders of this change in practice and they discussed it with educators at the next room meeting to ensure all staff understood what was required. The Nominated Supervisor set another meeting time with the educator for the following week to review her cleaning practices. She also emailed a short questionnaire to families asking them for their views on service hygiene (see family communication file).

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 26, 17 to 21 August 2020– 3.1.2 Upkeep

Work Health and Safety Policy

- The Approved Provider (AP) and Nominated Supervisor (NS) have a duty of care to ensure the health and safety of all everyone who enters the service. They will identify and eliminate or reduce all hazards and provide relevant training.
- Educators, staff and volunteers have a responsibility to take care of their own health and safety and ensure their conduct does not adversely affect the health and safety of others.
- The AP or NS will consult with educators, staff and volunteers about health and safety issues
- Educators, staff and volunteers are entitled to elect a health and safety representative
- The AP or NS must notify the Work Health and Safety Regulator as soon as they're aware of a death or serious injury or illness at the service.

Physical Environment (WHS, Learning and Admin) Policy – Safety hygiene checks, cleaning, hazardous substances, extreme heat

The Approved Provider, Nominated Supervisor and/or educators will:

Safety/Hygiene Checks

- carry our daily safety checks of premises before children arrive
- carry our regular pest inspections using accredited pest control company
- regularly inspect trees for potential risks
- regularly organise testing of fire and electrical equipment
- ensure visitors sign in and out

Cleaning

- implement structured cleaning schedules
- use the least toxic cleaning substance possible
- use detergent to clean most surfaces
- use colour-coded sponges to eliminate cross-contamination of different areas
- wash toys at the end of each day, especially in younger children's rooms, and immediately remove a toy for washing that has been sneezed on, mouthed, soiled or discarded by a child who has been unwell
- make a new batch of play dough each week and get children to wash hands before and after using play dough
- store cleaning equipment securely
- clean the service at the end of each day and throughout the day as the need arises
- clean up accidents and spills as quickly as possible

Hazardous substances

- ensure dangerous substances have a Material Data Safety Sheet, are stored in original containers with original labels and are inaccessible to children
- keep a register of all hazardous substances and equipment
- ensure child resistant lids or caps are properly closed after use

Extreme Heat

implement steps in policy to protect all children from effects of abnormal hot weather eg regularly offer children water to drink, regularly sponge the faces of babies using cool, wet washers, ensure children are dressed in cool clothing and keep children indoors with air conditioning or fans

Do you have any feedback or comments about these policies? 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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