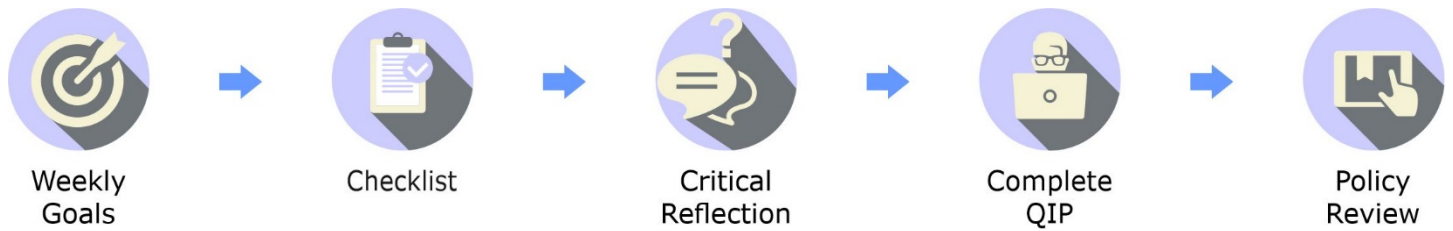


This week, we are looking at Standard 3.1, Design, The design of the facilities is appropriate for the operation of a service.



Weekly Goals



Video Training
Click Here

	<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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Checklist

Why are you doing the checklist?

Monday 24 August 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 27, 24 to 28 August 2020- Standard 3.1, Design

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How to use Centre Support video links.

	Video 1 Part 1 Designing spaces for children	Video 2 Part 2 Building with children	Video 3 Part 3 Building with children
Click on the video icon on the left to see videos of educators and children changing their environment. Remember: Our material can be printed or used as a digital PDF copy and kept on your computer.	 Video Training Click Here	 Video Training Click Here	 Video Training Click Here

Are you Exceeding? Use the checklist below to see.

Exceeding - Embedded Practice	ED1	ED2	ED3	ED4	ED5
There's evidence the way you organise indoor and outdoor spaces and the materials and resources you provide helps each child participate in all activities.	E	E	E		
<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. Example: We have an area on our covered verandah where children take apart and put together old/broken objects like computers, bikes, toasters etc. They learn so much while collaborating with their peers and develop their critical thinking skills – and it's lots of fun so they all love to participate. There are lockable, waterproof cupboards to store the bits and pieces when we need to pack up.</i>					
There's evidence the way you organise indoor and outdoor spaces and the materials and resources you provide helps each child participate in all activities.					
<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>					
There's evidence you use indoor and outdoor spaces flexibly and make sure the environment promotes children's learning and development.					
<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>					
There's evidence you regularly contribute to cleaning and maintenance routines so buildings, equipment and environments are always safe and clean.					
<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>					
You could explain to an assessor how the design of indoor and outdoor spaces, and the choice of furniture, equipment and resources, promotes each child's participation and engagement.					
<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>					
You could explain to an assessor how the design and maintenance of the Service is consistent with the service philosophy, EYLF/MTOP and service policies and procedures.					
<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>					

Week 27, 24 to 28 August 2020- Standard 3.1, Design

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Exceeding - Critical Reflection

<p>There's evidence you regularly contribute to critical reflections about the safety, design and maintenance of the Service and consider how to improve children's participation and learning.</p>					
<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: At our last staff meeting I suggested we build an outdoor sensory walk with lots of different textures for children to explore in bare feet eg sand, grass, bark, water, pavers, wood offcuts etc. I said I'd seen this idea online and I thought children would love it https://www.pinterest.com.au/pin/396176098467798065/</i></p>					
<p>There's evidence you regularly contribute to critical reflections about the safety, design and maintenance of the Service and consider how to improve children's participation and learning.</p>					
<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>					
<p>There's evidence you respond to changes in the physical environment during the day so all children can continue to participate and learn.</p>					
<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>					
<p>You could explain to an assessor some of the theories which have influenced the design of the service and how these are consistent with the service philosophy, EYLF/MTOP and service policies and procedures.</p>					
<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>					
<p>You could discuss with an assessor how the physical environment supports the needs and rights of every child at the service.</p>					
<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 27, 24 to 28 August 2020- Standard 3.1, Design

Exceeding - Engagement with families and community

There's evidence you organise spaces in ways that reflect the service's unique geographical, cultural and community context.					
<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: We're located near the coast and the beach is a major part of the area's culture and lifestyle. I helped organise an outdoor beach area and visited second hand shops for objects e could use. Families also donated lots of things including beach chairs and old surfboards. It looks fantastic and the children love either 'chilling out' there or engaging in imaginary play.</i></p>					
There's evidence you organise spaces in ways that reflect the service's unique geographical, cultural and community context.					
<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 consistently seek the views of your children and families about the design of service environments and include their ideas and priorities when making changes.					
<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 come up with innovative design ideas, especially in 'hard to use' spaces.					
<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 27, 24 to 28 August 2020- Standard 3.1, Design

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 27 August 2020

Step 1 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

What to do with the small corner area where nothing grows?

Exceeding themes Standard 3.1

Embedded Practice All outdoor and indoor spaces, buildings, fixtures and fittings:

- support the access and full participation of every child
- promote and positively support children's interaction with space, materials and each other
- contribute to a flexible and stimulating environment that enhances each child's development and learning



Critical Reflection

Educators, the educational leader and co-ordinators reflect, individually and together, on the design of the physical environment, and consider opportunities to make changes to strengthen inclusion and participation, and to enhance children's safety, learning and development outcomes

Engagement with families and communities

The design of the physical environment:

- welcomes, reflects and draws on the voices, priorities and strengths of the children and families at the service
- shows that the service works creatively within the limitations of the physical setting

Opportunities for collaboration with family and community partners are built into the service's approach to designing and making changes to the physical environment.



Child/ren

We never play in the corner of the yard. It'd be a great place for a cubby.

Educators and Nominated Supervisor

The corner area of the yard is wasted space. We should make it look really attractive somehow so the children are encouraged to visit.

Families and community

It seems a shame that the corner area of the yard isn't used. It's be a great place to house some chickens!

Theorist and current research

The classic architectural text 'A Pattern Language' by Alexander et al. (1977) was written to show how towns and buildings can come alive when all the people in a society contribute to the living design language that becomes the pattern language. One of the languages is about 'activity pockets.' We could use this idea to create different activity pockets in the playground.

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 vacant corner area was discussed by all staff at the next staff meeting (18_7_20). It was agreed that the NS would ask all families for their ideas via the closed Facebook groups, and offer a small prize to families and staff for any idea that was implemented. We're currently considering the merits of:

- a beach landscape
- a dry creek area
- an Italian piazza
- a sensory walk
- chicken coop
- tiled area for free play

Week 27, 24 to 28 August 2020- Standard 3.1, Design

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

- Would families agree you respond to changes in the physical environment during the day so all children can continue to participate and learn?
- Would children agree you seek their views about the design of service environments and include their ideas and priorities when making changes?
- Would other educators agree you regularly contribute to cleaning and maintenance routines so buildings, equipment and environments are always safe and clean?
- Would families agree you organise spaces in ways that reflect the service's unique geographical, cultural and community context?



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 27, 24 to 28 August 2020- Standard 3.1, Design



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 Wednesday's 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. 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.		

Week 27, 24 to 28 August 2020- Standard 3.1, Design



Working Towards

Educators discussed how the children seemed to be getting bored in the outdoor environment. I guess there's things we could do to improve it but doesn't that take money? I think the owner will just say no so I'm not going to bother making any suggestions.



Meeting

The green text is directly related to the meeting indicators for Elements in Standard 3.1 on pages 187-186 of the NQS Guide

Tiger Group

Educators discussed how the children seemed to be getting bored in the outdoor environment. After lots of suggestions **Miss Anna** said what about putting a big safety mirror in the vacant corner of the yard where nothing grew. Other educators loved the idea. **Miss Anna** sourced a large acrylic safety mirror online for \$18 and **Miss Nicky** helped her partner secure the mirror to a stand in the corner (see photos 18_7_20). The children regularly use the mirror in creative play (see learning stories July 20) and often form groups behind the mirror away from educators' view.



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 and the checklist on Monday, Tuesday and Wednesday in the NQS Guide pages 120-122.

Tiger Group

Educators discussed how the children seemed to be getting bored in the outdoor environment. After lots of suggestions about how to support the full participation of every child, **Miss Anna** said what about putting a big safety mirror in the vacant corner of the yard where nothing grew. This would contribute to a stimulating environment that enhanced each child's learning. Other educators loved the idea and noted how this was consistent with the EYLF/MTOP Practices of 'Learning through Play' and 'Learning Environments.'" **Miss Anna** sourced a large acrylic safety mirror online for \$18 and **Miss Nicky** helped her partner secure the mirror to a stand in the corner (see photos 18_7_20). The children regularly use the mirror in creative play (see learning stories July 20) and often form groups behind the mirror away from educators' view. This turned out to be a wonderful and innovative way to make use of this corner area.

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 27, 24 to 28 August 2020- Standard 3.1, Design

Tobacco Drug and Alcohol Policy

- The consumption of alcohol, tobacco and illicit drugs by any person is banned:
 - inside or outside the service, including in the car park
 - on incursions/excursions, while travelling with a child, at educator/parent meetings, or at any work related social activity where children are present
- In relation to social events at the service involving service families:
 - smoking is prohibited
 - alcohol may be consumed outside work hours if children are not present. Alcohol may only be brought into the service immediately prior to the event, and only after all children have been collected. Any leftover alcohol will be removed from the premises immediately after the event ends.
- Any alcoholic gifts given to staff will be immediately removed from the premises and alcohol will not be stored on the premises
- No-one will attend the service if affected by alcohol or drugs
- No smoking signs will be displayed at the service.

Do you have any feedback or comments about this policy? Please include below.

--

Educator's Name	Educator's Signature

Week 27, 24 to 28 August 2020- Standard 3.1, Design

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 27, 24 to 28 August 2020- Standard 3.1, Design