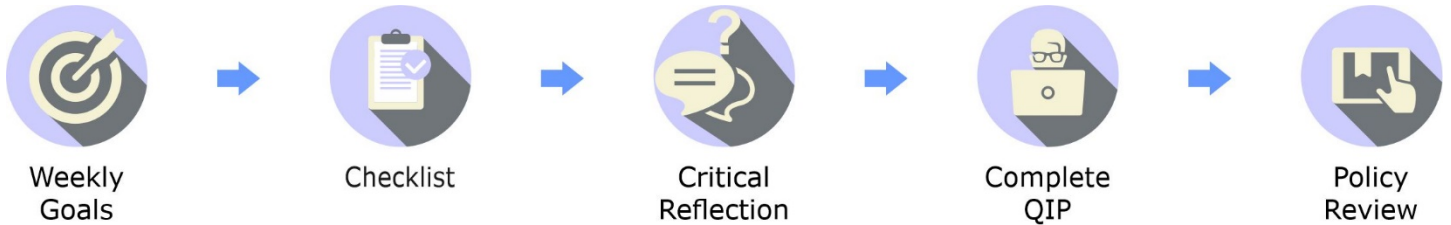


This week, we are looking at Standard 1.1, Program, The educational program enhances each child’s learning and development.



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.
--	--



Checklist

Why are you doing the checklist?

Monday 12 October 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 32, 12 October to 16 October 2020- Standard 1.1, Program

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How to use Centre Support video links.

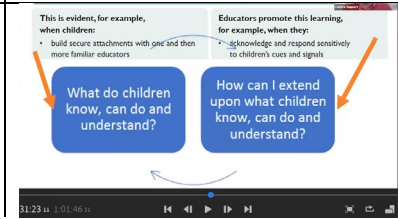
Click on the video icon on the right to watch an in-depth discussion about Standard 1.1. **Remember:**

Video 1
In-depth discussion about Standard 1.1



Video Training
Click Here

Video 1
In-depth discussion about Standard 1.1



Are you Exceeding? Use the checklist below to see.

Exceeding - Embedded Practice	ED1	ED2	ED3	ED4	ED5
There's evidence you collaborate with the Educational Leader to consistently plan curriculum, including daily routines, that maximise learning outcomes relating to identity, community connections, wellbeing, (learning) confidence and effective communication.	E	E	E		
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 have a couple of children who tend to make their needs or wants known through actions (eg pushing) rather than words. With input from the EL we've been including activities that encourage children to communicate verbally or non-verbally in positive ways (eg drama see week 5/10/20).</i>					
There's evidence you collaborate with the Educational Leader to consistently plan curriculum, including daily routines, that maximise learning outcomes relating to identity, community connections, wellbeing, (learning) confidence and effective communication.					
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 collaborate with the Educational Leader to consistently plan curriculum based on each child's knowledge, strengths, ideas, culture, abilities and interests					
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 make decisions which encourage each child to achieve their learning and development potential.					
If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.					
You can explain (eg to an assessor) how your curriculum decisions connect to EYLF/MTOP and the service philosophy.					
If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.					

Tuesday 13 October 2020

Week 32, 12 October to 16 October 2020- Standard 1.1, Program

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Exceeding - Critical Reflection

There's evidence you regularly contribute to discussions and critical reflections about the way you plan and implement curriculum, and make changes as required including ways you can strengthen the program.					
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 a team we reflected on some of our beliefs around the capabilities of children and we realised we may be holding children back from achieving learning outcomes eg we now always let children try things if it's safe to do so even if we think they can't do it. Last week Luci surprised us when she helped cook her favourite pasta dish.</i>					
There's evidence you regularly contribute to discussions and critical reflections about the way you plan and implement curriculum, and make changes as required including ways you can strengthen the program.					
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 regularly contribute to discussions and critical reflections about the way you plan and implement curriculum, and make changes as required including how you could better use routines to promote learning.					
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 regularly contribute to discussions and critical reflections about the way you plan and implement curriculum, and make changes as required including how to include children's changing knowledge, strengths, ideas, culture, abilities and interests.					
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 regularly contribute to discussions and critical reflections about the way you plan and implement curriculum, and make changes as required including whether decisions ensure the circumstances and rights of every child are considered (social justice and equity).					
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 regularly contribute to discussions and critical reflections about the way you plan and implement curriculum, and make changes as required including how you could better include different cultures, including that of Indigenous Australians, in ways that promote respect and understanding.					
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 regularly contribute to discussions and critical reflections about the way you plan and implement curriculum, and make changes as required including how educational theories and philosophies influence your curriculum decisions eg those in EYLF/MTOP.					
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 32, 12 October to 16 October 2020- Standard 1.1, Program

Exceeding - Engagement with families and community

There's evidence you make curriculum decisions in ways that reflect the service's unique geographical, cultural and community environment.

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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: Lots of our children participate in weekend sport or watch their siblings participate. We recently held a soccer gala day where children wore soccer jerseys etc and enjoyed various skill activities which we tailored to the children's ages. See photos 30_9_20.

There's evidence you make curriculum decisions in ways that reflect the service's unique geographical, cultural and community 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 your curriculum decisions include the voices, priorities and strengths of children and families at the service.

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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 families and community members to better understand, include and share each child's knowledge, strengths, ideas, culture, abilities and interests.

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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 actively ask children for their views and ideas throughout the day and act on them wherever possible.

--	--	--	--	--

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 32, 12 October to 16 October 2020- Standard 1.1, Program

What Law and Regulation goes with this NQS Standard?

Law Section 168 Offence relating to required programs

Regulation 73 Educational Program

Who has to do what?

Section 51(1)(b) Conditions on service approval (educational and developmental needs of children)

Section 168 Offence relating to required programs

Regulation 73 Educational program

Educators must properly implement an approved learning framework (eg EYLF/MTOP) in a way that:

- is based on each child's needs, interests and experiences and
- assists and encourages children to achieve the framework's learning outcomes (which are the same as those in Reg 73).

What do you need to improve?:

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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 15 October 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

We set our curriculum themes at the start of each month. Are we meeting EYLF/MTOP?

Exceeding themes Standard 1.1 Embedded Practice

All educators work collaboratively with the educational leader to consistently develop and implement a purposeful and responsive educational program that reflects and builds on the knowledge, strengths, ideas, culture, abilities and interests of each child. The observed and discussed approach to curriculum decision-making consistently demonstrates a strong commitment to the principles and practices of the approved learning framework/s



Critical Reflection All educators, the educational leader and co-ordinators regularly reflect, individually and with each other on:

- the evolving knowledge, strengths, ideas, cultures, abilities and interests of children at the service, and how these inform the educational program
- opportunities to strengthen the educational program

Engagement with families and communities

All educators actively seek out the voices, perspectives, and views of children throughout the day, and draw on this input to develop a child-centred educational program and enhance children's learning and development



Child/ren

I wish we didn't have to stick to the things that educators want us to do. Last night I watched this show about a volcano that erupted, and I'd love to explore this more (Zak).

Educators and Nominated Supervisor

It's so much easier having set themes, and we can implement the same activities time after time with different groups of children.

Families and community

My child's coming home bored. How can that be when they're interested in so many different things?

Theorist and current research

EYLF/MTOP says learning must be:

- *Child-centred: the program is based on each child's knowledge, strengths, ideas, culture, abilities and interests*
- *Child-directed: this promotes children's agency "by enabling them to make choices and decisions"*

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.

On 6_10_20 the EL discussed the need to implement a child-centred and child-directed program – otherwise educators were not implementing the EYLF/MTOP. The EL committed to helping each room/group develop this type of program. She started with the Giraffe group and after speaking with the children heard about Zak's interest in volcanoes. She then helped educators devise activities and learning about volcanoes (see Learning Story 8_10_20)

Week 32, 12 October to 16 October 2020- Standard 1.1, Program

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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 15 October 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 the EL agree you willingly collaborate with them to implement a high quality program which effectively implements the EYLF/MTOP?
- Would all families agree that your decisions and curriculum ensure their child's circumstances and rights are given the consideration they deserve?
- Would children agree you ask them for their views and ideas every day and act on them wherever possible?



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 32, 12 October to 16 October 2020- Standard 1.1, Program



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). Only use first names – and don't use names if writing about a sensitive issue that a person/family may not wish to share publicly unless you have their consent to do so.		
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 32, 12 October to 16 October 2020- Standard 1.1, Program



Working Towards

Following our excursion to the local café children were interested in learning more about coffee including where it grew. When looking at information about continents Archie commented that South America “at the bottom has icebergs and icebergs sunk the Titanic.” This interested lots of other children who wanted to know more about what happened. Too bad we’ve already planned the program for the next 4 weeks.



Meeting

The green text is directly related to the meeting indicators for Elements in Standard 1.1 on pages 178-179 of the NQS Guide

Lions

Following our excursion to the local café children were interested in learning more about coffee including where it grew. When looking at information about continents Archie commented that South America “at the bottom has icebergs and icebergs sunk the Titanic.” This interested lots of other children who wanted to know more about what happened. Miss Tara used this interest and explored the story with children including role-playing using chairs as lifeboats to see who the children thought should be rescued from the boat first. After this discussion Chloe asked “but why couldn’t they just fix the boat and smash the ice out of the way?” Miss Danielle used this question as an opportunity to discuss an iceberg’s density.



Exceeding

[Click the logo above to see the ACECQA NSQ Exceeding Themes for 1.1](#)

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 114-116.

Lions

Following our excursion to the local café children were interested in learning more about coffee including where it grew. When looking at information about continents Archie commented that South America “at the bottom has icebergs and icebergs sunk the Titanic.” This interested lots of other children who wanted to know more about what happened. Miss Tara used this interest and explored the story with children including role-playing using chairs as lifeboats to see who the children thought should be rescued from the boat first. After this discussion Chloe asked “but why couldn’t they just fix the boat and smash the ice out of the way?” Miss Danielle used this question to build on children’s knowledge and discussed an iceberg’s density.

The next day Miss Danielle reflected on the previous day’s activities and provided children with examples of the many ways identities and culture are recognised and expressed within the story of the Titanic eg the people deemed important were saved first. Chloe was concerned for the children and babies explaining “I think that they should of let the babies on first before the parents because they can’t swim so they will sink!” (L/O 1.3) Dane wanted to know about the people on board with disabilities. Miss Danielle explained that there’s a lot more focus today on treating people with disabilities in a fair and equitable way.

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 32, 12 October to 16 October 2020- Standard 1.1, Program

Educator and Management Policy

Contains:

- Code of Conduct which we covered in Week 21 2020
- Procedures if staff wish to babysit outside work hours
- Management responsibilities
- Procedures for managing visitors
- Communication procedures including procedures for meetings
- Performance development and performance management guidelines
- Work health and safety issues – bullying, harassment and discrimination, stress management
- Orientation procedures for new or returning staff
- Procedures for managing students and volunteers.

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

--

Educator's Name	Educator's Signature

Week 32, 12 October to 16 October 2020- Standard 1.1, Program

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 32, 12 October to 16 October 2020- Standard 1.1, Program