



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

Element 6.2.1 Transitions – Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.



Your NQS practice now?



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In the box below, brainstorm (5 minutes) what you are currently doing for NQS Element 6.2.1 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 6.2.1.

Week 37 16 November to 20 November 2020– 6.2.1 Transitions



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 6.2.1. 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
Continuity of Care					
Do you ask families to participate in decisions affecting their child eg care routines and groupings?					
Do you respect each family's child rearing practices and adhere to them where there's no conflict with service policies?					
Do you share information with families and encourage them to do the same?					
Do you tell team members with different shift times about children's experiences during the day and information shared by families?					
Do you work with specialists and community organisations to support children with additional needs?					
Transition general					
Do you follow documented procedures to ensure all children are supported, and safely transition from one activity (including excursions), routine or area to another eg head counts?					
Do you teach children about road/transport safety to support their safe transitions between settings?					
Transition to New Group					
Do you talk with families about moving to a new room before it happens?					
Do you share information about the child with new educators if relevant?					
Do you take child and parents on several visits to new room before move happens?					
Do you invite new educators to visit child in their current group?					
Transition to school practices					
Do you talk to children about similarities and differences between school and preschool?					
Do you focus on school readiness activities, especially in the second half of the year?					
Do you explain to families how they can help get their child ready for school?					
Do you talk to families about their child's school readiness, and give them a report on this (eg in October) covering children's strengths, needs and interests?					

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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 tell team members with different shift times about children’s experiences during the day and information shared by families?	Yes Larissa works the afternoon shift and I always make sure to catch her up on the morning’s events eg the other day Frankie was very excited to share with us (via his mum) that his nanna would soon be visiting from Melbourne when the border opens. Larissa was able to share Frankie’s joy!
1. Do you tell team members with different shift times about children’s experiences during the day and information shared by families?	
2.	
3.	

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As a team now reflect critically on a situation in your room that comes under Element 6.2.1 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 18 November 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

Educators in child's new room/group are struggling with Darcy's behaviour.



Child/ren

I like the other group better than here. We went outside a lot. Here it's boring and Miss Robyn doesn't know what I like doing (Darcy).

Educators and Nominated Supervisor

I wonder how educators in Darcy's last room/group managed to support his behaviour. Surely they could have given us a few tips to help support Darcy in a better way.

Families and community

I told educators last year that Darcy loves building things, loves going outside and is interested in growing plants. You'd think this would be in his file. I shouldn't have to go over his interests again.

Theorist and current research

Managing children's behaviour starts with asking "What are you trying to tell me when you do this and what do you need from me? Rather than "How am I going to make you stop?"

Centre Support 'Behaviour Guidance – What You Need to Know'"

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 spoke to Darcy's educators from last year and learnt about his interests. She also found out Darcy is not very tactile and can be triggered if educators try to give him a hug when he doesn't want one. The Educational Leader realised educators were struggling with behaviour management in general and started to research some behaviour management strategies.

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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 your practices show their opinions and suggestions matter?
- Do you think your transition procedures are clear and complete, or do they need updating?
- What could you improve to make the transition to school process easier or better for children and families?



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

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/Self-Assessment 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/Self-Assessment 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). 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.		

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Working Towards

We briefly discussed the new transport reg requirements at our last staff meeting. It's not that relevant for us though, so we focused on other more important things.



Meeting

The green text is directly related to the meeting indicators for Element 6.2.1 on pages 272-273 of the NQF Guide

We discussed the new transport reg requirements at our last staff meeting (see staff meeting file). Even though we don't transport children other than on excursions, we looked at the guidelines issued by Early Childhood QLD as **part of our risk management approach**, and **to ensure our transport excursion practices met best practice**. We added a few things to our procedure eg making sure driver turns off engine before children alight (see old and new versions of procedure).



Exceeding

[Click the logo above to see the ACECQA NSQ Exceeding Themes for 6.2](#)

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 NQF Guide pages 279-281.

We discussed the new transport reg requirements at our last staff meeting (see staff meeting file). Even though we don't transport children other than on excursions, we looked at the guidelines issued by Early Childhood QLD as part of our risk management approach, and to ensure our transport excursion practices met best practice. We added a few things to our procedure **in collaboration with all staff** eg making sure driver turns off engine before children alight (see old and new versions of procedure) **and discussed at the following staff meeting to ensure the changes were understood by all and all educators could effectively and safely manage transitions during excursions.**

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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Continuity of Education and Care Policy

To support continuity of education and care between settings -

The Nominated Supervisor will:

- ensure casual educators, volunteers and students complete a suitable induction process
- employ the same casual educators where possible, and on the same days of the week
- plan rosters and allocate staff so familiar educators are available
- advise families of any staffing changes before they occur if possible
- encourage all educators, including casuals, to display a photo and a short introductory paragraph
- ensure educators assist children to transition between rooms/settings eg by following transition to new room/group/school processes
- ensure routines and transitions can flexibly accommodate each child's needs.

Educators will:

- share information about children's learning and development with other educators as required
- supervise children during transitions
- support children who return after an absence
- share relevant information with children during transitions and support their individual needs
- encourage families to share information about their child.

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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