



Weekly Goals



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	<ol style="list-style-type: none"> <li>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 <a href="#">Click here for goal template.</a></li> <li>2. Identify barriers</li> <li>3. Track the goal daily</li> <li>4. Celebrate achieved goal.</li> </ol>
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Element

## Element 6.2.2 Access and Participation – Effective partnerships support children’s access, inclusion and participation in the program.



Your NQS practice now?



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**In the box below, brainstorm (5 minutes) what you are currently doing for NQS Element 6.2.2 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 6.2.2.



Checklist

## 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 6.2.2. 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'**."

Inclusion	ED1	ED2	ED3	ED4	ED5
Do you promote equity, inclusion and diversity and challenge stereotypes (if no you're breaching Sect 3 of the National Law)?					
Do you plan curriculum around each child's strengths, interests and learning styles?					
Do you learn about and incorporate each family's background, culture and home language into the curriculum?					
Do you plan activities that promote respect for Indigenous histories and cultures?					
Does your curriculum include the community/environment where children live?					
Do you listen to and action each child's views and suggestions where possible?					
Do you critically reflect though a child's eyes and make changes as a result?					
Do you critically reflect with your team about past/planned events and improve practice?					
Do you adjust activities, routines and transitions so all children can participate and learn eg adjustments to environment, language, teaching style etc?					
Do you monitor your own beliefs/biases to ensure children, including those with additional needs, are not limited by any artificial barriers you may construct?					
Do you discuss any concerns about a child's inclusion with the Educational Leader/Room-Group Leader/Nominated Supervisor?					
Does each child's learning documentation demonstrate a sense of belonging eg warm, trusting interactions with educators, collaboration with peers?					
Do you share information about each child with team members, the Educational Leader, Room-Group Leaders or Nominated Supervisor to ensure consistent practices and promote inclusion?					
Do you work with families, professionals and specialists from inclusion/support agencies to support all children's participation eg implement support plans?					
Do you help families contact relevant support services?					
Do you ask for professional development in additional need areas if relevant so you can provide better outcomes for children?					

### Week 38 23 November to 27 November 2020– 6.2.2 Access and Participation

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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 promote equity, inclusion and diversity and challenge stereotypes?	Yes we have a child with Cystic Fibrosis who has a gastrostomy button located in her stomach. We make sure to include her at the table during meal/snack times at the same level as other children so she can participate in conversations with other children.
1. Do you promote equity, inclusion and diversity and challenge stereotypes?	
2.	
3.	



**What Regulation goes with this NQS Element? Law section 3 Objectives and guiding principles**

The guiding principles of the national quality framework are:

- (a) that the rights and best interests of the child are paramount;
- (b) that children are successful, competent and capable learners;
- (c) that the principles of equity, inclusion and diversity underlie this Law;
- (d) that Australia's Aboriginal and Torres Strait Islander cultures are valued;
- (e) that the role of parents and families is respected and supported;
- (f) that best practice is expected in the provision of education and care services.

**Who has to do what?**

All educators **must** consistently implement practices which promote equity, inclusion and diversity.

**Week 38 23 November to 27 November 2020– 6.2.2 Access and Participation**

As a team now reflect critically on a situation in your room that comes under Element 6.2.2 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 25 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 scared to take child with diagnosed Autism Spectrum Disorder (ASD).



#### Child/ren

*I'm not like other kids but I want to be with them and included in activities.*

#### Educators and Nominated Supervisor

*Why take children with ASD when we can just keep doing what we normally do if we take children who don't have this condition?*

#### Families and community

*I feel rejection at every preschool/kindergarten/school I go to. Is this what my child's life will be like? Don't they understand the special gifts my child has, and that we're all different in one way or another.*

#### Theorist and current research

*"Although people with Autism share difficulties in the core areas of social-communication, restricted and repetitive behaviours and sensory processing, every person with Autism is unique and has different abilities and interests. This is why Autism is called a 'spectrum disorder', and why supports should be tailored to the person's individual needs."*

[What are the common misconceptions of Autism?](#)

### 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 Nominated Supervisor wanted educators to feel comfortable and confident meeting the development and learning needs of children with ASD. She organised some training in this area which covered the myths and facts of ASD, provided some teaching strategies and included some key contacts for follow up with individual children.*

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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 you hold high expectations of what their child can achieve?
- Would families agree you adjust the environment or your teaching practices etc so their child can achieve their best?
- Do you really know how to contact/liaise/work with inclusion support providers or other specialists? How could you improve in this area?



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



**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 <b>room location into the strength</b> . 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). <b>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.</b>		
4. Evidence eg learning story, photo that's easy to access.		
<b>5. Write how you are achieving the exceeding themes.</b>		
Embedded Practice		
Critical Reflection		
Engagement with families/community		
6. Tell the assessor exactly where to find the <b>location of other evidence</b> they need to see to show how you're exceeding.		
7. Show the assessor the <b>location and time of other practice</b> they need to observe to show how you're exceeding.		

**Week 38 23 November to 27 November 2020– 6.2.2 Access and Participation**





Working Towards

We told one family who asked about enrolment that we're a preschool/kindergarten, so we couldn't take their un-toilet trained child.



Meeting

The green text is directly related to the meeting indicators for Element 6.2.2 on pages 274-276 of the NQF Guide

We told one family who asked about enrolment that, even though we're a preschool/kindergarten and normally only take toilet trained children, **we'd be happy to talk to them further about their child's incontinence and how we may be able to accommodate the child** (see enrolment enquiries folder).



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 told one family who asked about enrolment that, even though we're a preschool/kindergarten and normally only take toilet trained children, **we'd be happy to talk to them further about their child's additional needs and how we may be able to accommodate the child.** Further discussion revealed the child was being treated by a urologist (specialises in urinary tract disorders). We advised the family about the need for a Medical Management Plan, and that **we would be happy to work with them and the specialist to assist their child. We ended up enrolling the child and there was no problem meeting his needs** (refer child's file). The only thing that was a bit tricky was changing him discreetly, but we set up a separate area of the bathroom with a curtain we could draw if needed. For child protection purposes, we always made sure two staff were present during changes.

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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## Additional Needs Policy

- We welcome children with additional needs eg they come from diverse cultural backgrounds, are experiencing difficult family circumstances, have a physical, sensory or intellectual condition, have learning difficulties or are gifted
- Our environment, equipment and curriculum will be designed and adapted to ensure participation by all children, to the extent reasonably practical given service financial constraints. Where possible we will request support from the Government's Inclusion Support program
- Educators will implement a range of strategies to help each child achieve their personal best and will complete training as required to help them teach and care for additional needs children
- We will access professional support services for children with special needs with parents' consent, and may develop an individual support plan for children
- Parents of children with a diagnosed or undiagnosed additional must work with educators to ensure the best outcomes for their child and other children at the service. The Nominated Supervisor may suspend or terminate their child's enrolment if parents do not do this.

Do you have any feedback or comments about these policies? Please include below.

Educator's Name	Educator's Signature

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# Critical Reflection - Groups of Children

(Optional)

MONDAY TO FRIDAY  
23 to 27 November 2020

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%
<b>Total</b>	<b>eg 35</b>	<b>eg 100%</b>

Curriculum Input	Total	Percentage
Child Input		
Family Input		
Community Input		
Educator Input		
<b>Total</b>		

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?

<b>Mon</b>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
<b>Tues</b>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
<b>Wed</b>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
<b>Thurs</b>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
<b>Fri</b>	-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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