



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 6.2.3 Community Engagement – The service builds relationships and engages with its community.



Your NQS practice now?



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In the box below, brainstorm (5 minutes) what you are currently doing for NQS Element 6.2.3 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 6.2.3.

Week 39 30 November to 4 December 2020– 6.2.3 Community Engagement.



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 6.2.3. 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'**."

Building Connections and Engaging with Your Community	ED1	ED2	ED3	ED4	ED5
Do you organise excursions to community organisations, local businesses (eg nursery, panel beaters) and families' workplaces where possible?					
Do you ensure excursions promote children's learning and develop professional relationships with community members? eg Do you:					
<ul style="list-style-type: none"> • create a lesson plan and a list of questions in case children run out of questions before you go on excursions? 					
<ul style="list-style-type: none"> • create learning documentation after every excursion? 					
<ul style="list-style-type: none"> • give a copy of the learning documentation to the place you visited, provide a certificate of appreciation, and tag them if you post about the excursion on social media ? 					
Do you share information about community events with families?					
Do you confidently refer families to community resources and other professionals eg medical and parenting services/groups, libraries, extracurricular activities like music and sport?					
Do you involve local community members, including Indigenous Elders, in curriculum activities eg through incursions, leading activities?					
Does your curriculum reflect the diversity of the local community eg cultural backgrounds, family structures, occupations?					
Do you invite families to discuss their job and/or interests with children?					

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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 organise excursions to community organisations, local businesses (eg nursery, panel beaters) and families’ workplaces where possible?	Yes we have a native garden and often visit our local nursery to get native plants or advice on them. Some of the workers there also visit the centre to give hands on gardening advice and lead children in activities like planting seedlings (see photos 24_9_20)
1. Do you organise excursions to community organisations, local businesses (eg nursery, panel beaters) and families’ workplaces where possible?	
2.	
3.	



Regs!
Do you
do this?

What Regulation goes with this NQS Element?

- Regulation 4 Definition of regular outing
- Regulation 100 Risk assessment must be conducted before excursion
- Regulation 101 Conduct of risk assessment for excursion
- Regulation 102 Authorisation for Excursions

Who has to do what?

You must ensure a risk assessment (which includes all the requirements of Reg 101) is completed, then authorisation (which includes all the requirements of Reg 102) obtained from parents, **before** any child is taken on an excursion. Also see the Excursion Policy for what risk assessment and authorisation must include.

Week 39 30 November to 4 December 2020– 6.2.3 Community Engagement.

As a team now reflect critically on a situation in your room that comes under Element 6.2.3 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 2 December 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

Educators want to take children on excursions but the Nominated Supervisor is resisting due to concerns that something will happen on the excursion.



Child/ren

We went and saw some kangaroos on the weekend. I want to do things like that when Mum's at work.



Educators and Nominated Supervisor

It's really difficult to connect children with their community when we can't take children out into it!



Families and community

I know other centres go on excursions. I'm not sure why my child's never does?



Theorist and current research

Vygotsky, Malaguzzi, Rogoff and Fler are theorists who take a socio-cultural perspective which believes relationships and cultural participation are the foundation for learning. Planning is informed by children's social and cultural contexts and opportunities and experiences are connected to children's lives. Source: Educators' Guide to EYLF

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 discussed the value of excursions with the Nominated Supervisor at a meeting on 5_11_20. The EL explained they needed to complete a risk assessment before any excursion and that this would help them remove or minimise any risks. The EL suggested that as educators weren't used to going on excursions, they start slowly with something like a walking trip to the local park with a small number of children. The NS agreed they could prepare the risk assessment and she'd consider the excursion after reviewing the assessment.

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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 respond positively to their home lives and lifestyle choices when they may differ to those of other families?
- Would families from different cultural backgrounds agree you're committed to improving your understanding of their cultures eg through discussion with them?
- Would families agree you implement activities which help children understand more about the community they live in?



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 39 30 November to 4 December 2020– 6.2.3 Community Engagement.



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

Our parent committee help us raise funds through events held in the local, community. This year however because of COVID we've had to cease all fundraising activities involving the community.



Meeting

The green text is directly related to the meeting indicators for Element 6.2.3 on pages 277-278 of the NQF Guide

Our parent Committee help us raise funds through events held in the local community. This year however because of COVID they've had to think outside the square to ensure our community fundraising activities can continue. The Committee came up with a Cook and Play Book which has a collection of favourite recipes, activities, jokes and drawings from all children and many staff. Throughout the book there are references to what kids did during lockdown with their families, so it's also time capsule full of stories about people living through the pandemic (please have a look at a copy!)



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.

Our parent Committee help us raise funds through events held in the local community. This year however because of COVID they've had to think outside the square to ensure our community fundraising activities can continue. Drawing on the strengths and voices of our children and families, the Committee came up with a Cook and Play Book which has a collection of favourite recipes, activities, jokes and drawings from all children and many staff, reflecting our unique community context. Throughout the book there are references to what kids did during lockdown with their families, so it's also time capsule full of stories about people living through the pandemic (please have a look at a copy!) These stories also helped educators build curriculum linked to each child's daily lives and interests. See for example activities related to Hannah's vege pickling at home (Cubs group), Dylan's Lego project (Tigers group), and Soraya's soap making (Lions group).

Note this is based on a true story <https://www.mudgeeguardian.com.au/story/7016686/special-book-from-unique-time-in-history-mudgee-preschool-fundraising-initiative-a-lesson-from-lockdown/>

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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Transport Policy

Also refer to the Excursion Policy for excursions involving transport.

Children will not be transported unless parents authorise this. Policy outlines what must be included.

The Nominated Supervisor or educators will complete a risk assessment before children are transported unless it is 'regular transportation' (circumstances are substantially the same) and a risk assessment has been completed within the last 12 months. Policy outlines what must be included.

The Nominated Supervisor will:

- nominate the driver (service operated vehicles), lead educator and person responsible for checking vehicle at end of trip
- update risk assessments and obtain new authorisations if circumstances change
- ensure drivers meet the fitness and licensing requirements outlined in Policy
- ensure child restraints/booster seats in vehicles meet Australian standards
- follow recognised service schedules and organise an annual mechanical inspection, or sight evidence vehicle has had mechanical inspection within the last 12 months

The Nominated Supervisor and staff will:

- ensure and all children are appropriately restrained as required by Australian laws and outlined in Policy
- complete a risk assessment and implement measures to remove or control the risks posed by any car park on the premises.

To ensure children's safety educators will:

- implement the **Transport Procedure** or **Transport Procedure Excursions** when transporting children to and from destinations
- closely supervise children when outside the service near roads
- regularly integrate learning about road safety into the curriculum.

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
30 November to 4 December 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%
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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