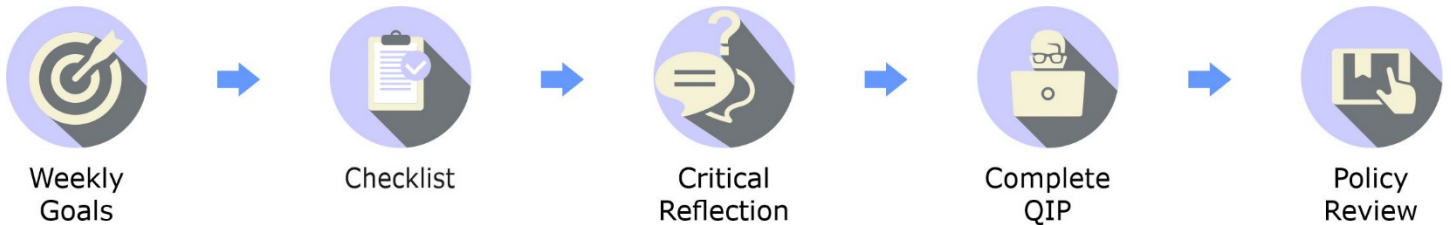


This week, we are looking at Standard 6.2 Collaborative Partnerships - Collaborative Partnerships enhance children's inclusion, learning and wellbeing.



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 7 December 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 40, 7 to 11 December 2020- Standard 6.2, Collaborative Partnerships

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Are you Exceeding? Use the checklist below to see.

Exceeding - Embedded Practice	ED1	ED2	ED3	ED4	ED5
There's evidence in the curriculum you establish and maintain links/relationships with community members and organisations to strengthen children's learning, wellbeing and participation.	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 regularly organise visits from different cultural groups including local Indigenous Elders and members of a local Bangladeshi community groups eg see learning stories in November 2020.</i>					
There's evidence in the curriculum you establish and maintain links/relationships with community members and organisations to strengthen children's learning, wellbeing and participation.					
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 help organise inclusion support where required so each child can fully participate?					
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 share information and collaborate with families, staff and other relevant people to promote children's continuity of learning and ensure effective transitions?					
If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.					

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Exceeding - Critical Reflection

There's evidence you regularly contribute to critical reflections about collaborative partnerships, taking into account current recognised guidance on effective collaboration and personal, professional and organisation values.					
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 room/group meeting I suggested we think how we could encourage families to share what their children were doing when they weren't at the centre. There's a lot of one way communication with families ie us telling them about our daily activities , and we should be trying to work with families to meet the values and goals in our philosophy. We're going to try acknowledging each families' input on our Facebook group eg "Thanks to the Georgiou family for telling us about their visit to Uncle Steve's where Kayla explored his stamp collection. We've been learning all about stamps, mail, postage and online communication as our photos show (weeks starting 1_11_20)."</i>					
There's evidence you regularly contribute to critical reflections about collaborative partnerships, taking into account current recognised guidance on effective collaboration and personal, professional and organisation values.					
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 often look for new links/relationships to support children's learning, wellbeing and inclusion.					
You can discuss (eg with an assessor) how you use your community connections to meet the inclusive principles and practices of EYLF/MTOP.					
You can discuss how your inclusion support and transition practices meet the EYLF/MTOP and service policies and procedures.					
You can discuss how your inclusion support and transition practices consider the rights and circumstances of each child (social justice and equity).					
You can discuss how you ensure your biases and values don't impact your children and families.					
You can discuss how you challenge stereotypes (eg about cultures and genders) and promote different cultures in positive ways eg through connections with local Indigenous Elders.					
If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.					

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Exceeding - Engagement with families and community

There's evidence your collaborative partnerships reflect the 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. <i>Example: A large proportion of our children live in high rise apartments so we collaborated with the local school to use their ovals at times when the school children weren't outside. See our physical activities and children's play in photos eg in November 20.</i>					
There's evidence your collaborative partnerships reflect the 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 collaborative partnerships reflect the priorities and voices of your children and families.					
There's evidence you help families access relevant community services, including those which support children's changing needs and inclusion, whether or not they directly ask for help.					
There's evidence you help families and community members to understand how they can provide feedback, and the role and responsibilities different staff members have.					

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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 10 December 2020

Step 1 Critical Reflection



Critical Reflection



Video Training
Click Here

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

Example Situation

Parent struggling with new baby which in turn is impacting older brother's learning and wellbeing.

Exceeding themes Standard 6.2 Embedded Practice

Educators, co-ordinators and the educational leader establish and maintain ongoing collaborative partnerships with the community and link with community and support agencies to enhance children's learning, wellbeing and participation



Critical Reflection

Educators, co-ordinators and the educational leader:

- purposefully consider and create opportunities to strengthen the service's approach to enhancing children's inclusion, learning and wellbeing, and seek out new links and partnerships where opportunities to further enhance children's and families' outcomes are identified
- are able to explain how ongoing community engagement influences the design and delivery of the educational program and supports children's learning, wellbeing and enables full participation in the program for every child

Engagement with families and communities

Community partnerships contribute to a culture of inclusiveness and sense of belonging at the service.

Child/ren

Mum doesn't spend time with me anymore ever since my little brother arrived.

Educators and Nominated Supervisor

It looks like Nate's mum is really struggling with the new baby. Maybe she has postnatal depression, or maybe she's just overwhelmed. I know she doesn't have a lot of family support here.

Families and community

I wish there was someone who could help me. I know I'm not coping, but I'm too tired to try and figure out who (Nate's mum).

Theorist and current research

Welcome to Holland by Emily Kingsley – An Extract

This was written in relation to children born with additional needs, but it's also relevant for new mums whose parenting reality may not be what they expected.

"When you're going to have a baby, it's like you're planning a vacation to Italy. You're all excited. You get a whole bunch of guidebooks, you learn a few phrases so you can get around, and then it comes time to pack your bags and head for the airport.

Only when you land, the stewardess says, "WELCOME TO HOLLAND." You look at one another in disbelief and shock, saying, "HOLLAND? WHAT ARE YOU TALKING ABOUT? I SIGNED UP FOR ITALY." But they explain that there's been a change of plan, that you've landed in Holland and there you must stay."

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.

1_12_20 Educators discussed their concerns with the Room/Group Leader Megan who agreed they should connect Nate's mum with local parenting support groups and health agencies. She gathered some brochures from the parent library and had a quiet conversation with mum at pick up. Mum said she was concerned there may be 'something wrong' with the new baby, so Megan also gave her contact details for a local paediatrician. Megan asked how mum thought they could best support Nate. Mum said Nate was not sleeping well and would need extra rest, and it would help if he understood more about babies' needs and routines. We will include this in our curriculum and in particular encourage children with infant siblings to contribute.

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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 10 December 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:

- What groups, organisations and people make up your local community? Are there any potential community connections you're missing? Do your views of community match those of other educators?
- Would families agree you respect their parenting practices, and willingly include them in decisions about their child's learning and development?
- Would families agree you're happy and willing to consider their ideas and suggestions to improve practice?



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 40, 7 to 11 December 2020- Standard 6.2, Collaborative Partnerships



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.		

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Working
Towards

Recently one of our children was diagnosed with Type 1 diabetes (born with it, not brought on by lifestyle). We made it clear to her parents that they or someone else who they authorised would need to administer any required injections.



Meeting

The green text is directly related to the meeting indicators for Elements in Standard 6.2 on pages 274-278 of the NQS Guide

Recently one of our children was diagnosed with Type 1 diabetes (born with it, not brought on by lifestyle) which meant we were thrown onto a steep learning curve as no educator in the group had experience with diabetes. We worked with a diabetic nurse who visited the centre and trained educators in how to manage diabetes, including giving injections. She brought a teddy bear for us to practice giving the injection. We were all terrified about this part as we don't like needles ourselves, so giving a child a needle was confronting the first few times. The nurse assisted with timings, readings of results and practical way to deal with the situations.

We also benefited from the knowledge and experience of an educator in another room/group who has diabetes. She helped us reflect on what it would be like for the child and how to make sure she didn't feel singled out, how best to communicate with the parents, how the experience could affect other children in the group, and what learning we could extend upon.



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 and the checklist on Monday, Tuesday and Wednesday in the NQS Guide pages 114-116.

Recently one of our children was diagnosed with Type 1 diabetes (born with it, not brought on by lifestyle) which meant we were thrown onto a steep learning curve as no educator in the group had experience with diabetes. Drawing on our community connections, we worked with a diabetic nurse who visited the centre and trained educators in how to manage diabetes, including giving injections. She brought a teddy bear for us to practice giving the injection. We were all terrified about this part as we don't like needles ourselves, so giving a child a needle was confronting the first few times. The nurse assisted with timings, readings of results and practical way to deal with the situations.

We also benefited from the knowledge and experience of an educator in another room/group who has diabetes. She helped us reflect on what it would be like for the child and how to make sure she didn't feel singled out, how best to communicate with the parents, how the experience could affect other children in the group, and what learning we could extend upon.

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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Medical Conditions Policy

Educators and staff will:

- respect the privacy of children and families
- always follow a child's Medical Management, Risk Minimisation and Communication Plans

The Nominated Supervisor will ensure:

- educators, volunteers and parents get a copy of this Policy if their child has a medical condition
- the Policy covers the management of asthma, anaphylaxis and diabetes
- no child attends the service without prescribed medication (including Epi-pens, asthma puffers)
- the enrolment record includes details of any specific health needs
- each child with a medical condition or health care need has a medical management plan prepared by a doctor, and risk minimisation and communication plans prepared by the service in consultation with families
- risk minimisation plans cover triggers for the condition and actions to reduce/eliminate them
- communication plans ensure staff and volunteers know about this policy, any medical plans, and how parents can provide updated information
- a child's medical management plan, risk minimisation plan, medication and location are displayed in a prominent area (while respecting child's privacy)
- information displayed in foyer includes child (no names) with anaphylaxis if relevant

Families will update the service if/when their child's medication or health plans change.

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

Whistleblower Policy

Note this Policy will not be relevant for most services.

Companies must have a Whistleblower Policy if they have at least two of the following:

- consolidated revenue for the financial year is \$50 million or more
- consolidated gross assets at the end of the financial year of \$25 million or more
- 100 or more employees at the end of the financial year

Policy covers:

- Eligible whistleblowers and the protections available to them
- Disclosable matters – only these matters are protected
- Eligible recipients – who can receive disclosures
- How to make a disclosure
- Process for investigating and reporting a disclosure
- Regular training in whistleblower protections

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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