

Educators

Educator 4	Educator 5	Educator 6

Looking at the element in detail - A service reviewed what the NQF Guide said about element 4.2.1 and understood professional collaboration involves:

- co-operatively working towards common goals
- open communication, information sharing, joint planning and problem solving
- respecting and using diverse viewpoints, skills, experiences and backgrounds.

There are so many ways educators can collaborate, challenge, and learn from each other. The best way to start is to identify each other’s past work experiences that include, schooling, jobs outside the early childhood sector, hobbies, interests, strengths and knowledge learnt from other people that you have worked with.

What are educators past employment or schooling history?

Educator 1	Educator 2	Educator 3

Now identify each other’s hobbies, interests, and strengths.

Educator 1	Educator 2	Educator 3
Educator 4	Educator 5	Educator 6

Let's bring it all together in a case study to solve a problem.

The problem – Children that hit

Currently there is a hitting problem in the Service.

Current practice that is not working - After a child is hit, they are comforted and taught how to say 'stop, I don't like it'. Then we encourage the hitter to use their words followed by re-directing them.

Coming together as a team to solve the problem

What are each other's strengths?

Jose: Calm, caring, runs a great group time, from the Philippines, was employed in an office before ECEC

Tristan: Caring, can shear a sheep, great at describing objects with children, is great at planning

Maddie: Loves Korean culture, is great at extending projects based on children's interest

Layne: Is a carer for a young child, is very process driven, and loves policies and procedures

Whitney: Sings, engaging, worked in retail

Alithea: Great at building relationships with children, likes art

Nikki: Nominated Supervisor, great at teaching children new skills, developing engaging routines and demonstrating to educators.

Coming together as a team to brainstorm ideas

The team with the assistance of the Nominated Supervisor had a meeting to work out what could be the cause of the problem and solutions to try.

Identified possible causes: Some children have been having difficulty communicating their needs, which has led to some of them hitting out. We've also observed that some are learning to manage their emotions, and their interpersonal skills, for example learning to share and find other activities if their friend doesn't want to share, which again has resulted in hitting out. Another factor identified was educators were struggling with not being as prepared as they could be to provide activities that challenge children.

Agreed actions:

- use lesson plans for structure and preparation
- plan learning around emotions and social skills
- plan activities which totally engage children and reduce likelihood of hitting/other undesirable behaviours

- consider use of spaces and way children organised to reduce likelihood of hitting/other undesirable behaviours
- involve families.

Example 1: lesson plans

Miss Nikki and Mr Jose planned then implemented a lesson plan around teeth. Miss Nikki demonstrated how to conduct these types of lessons.

Today at group time, Miss Nikki brought in several bats and asked the children 'Who can tell me what these are for?' 'Playing cricket/tennis/T-ball shouted many voices. Mr Jose then asked, 'What do we do with them?' Miss Nikki prompted our friends by saying "What else do we need to play cricket/tennis/T-ball!" A ball shouted many voices again. "Yes" said Mr Jose and added we hit the ball with the bat. That is a good choice. Do you think hitting our friends is a good choice?" There were several 'no's' and Miss Nikki sadly said 'it's a very poor choice to hit our friends. It makes our friends feel so sad and it hurts!' Who knows what we say to our friends if they try to hit us?' Mr Jose demonstrated as he held up his hand and said 'stop, I don't like it!'

Example 2: sharing and using words to communicate

- Afternoon Tea & Sharing! 🍷🍷

During afternoon tea, educators turned the experience into a sharing lesson by talking about the importance of turn taking, then encouraged our friends to share the tongs so we could all get some delicious fruits while emphasising and singing sentences. For example 'Ok Clio, can you please pass the tongs to Peyton now?' sang Miss Maddi. Olive then looked at Zeke and said 'your turn now Zeke!' 'Well done' acknowledged Miss Alithea.

Example 3: sharing the same resources and working in a group - Painting with Whitney

Whitney planned a painting experience for our friends to get a little messy and work with a group that needed to share the paint tray. The round table was set up, paint smocks put on and off we go painting while Whitney the educator was there to support and help promote sharing between the children while discussing the beautiful art works created.

Example 4: building together and explicitly describing sharing actions - Building Friendships with Tristan

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Outside Tristan gathered some loose parts eg pipes, cardboard boxes, and wood offcuts “Are we going to build?” Tristan asked. Olive nodded grabbing a long length of pipe and worked collaboratively with Alice to start making a fort. Tristan described in great detail what she saw. “I see that you are both working together to build your fort. Great holding the wood still Alice while Olive balances the pipe...”

Example 5: extending on children’s interest and developing engaging curriculum to eliminate hitting - Cargo Truck!

To extend upon Hudson and Zeke’s interest in motorbikes, Mr Jose invited the children to come and join him so he could show Zeke, Milla, Hudson, Wolf, Evelyn-Mae, different types of motorbikes that people use for everyday riding, off-road riding, racing etc. Zeke explained how some bikes are very loud. His dad has a Harley and you can hear it a long way away. All the children were involved in meaningful interactions eg describing the different features they saw on various models and types.

Example 6: small group activities which engage children to ensure they don’t cluster together in a larger group and fight over resources - Healthy Eating

After afternoon tea, Miss Alithea set up an area on the floor with pictures of different fruits and types of food we eat. Elsie, Evelyn, Milla and James came over to see what Miss Alithea was doing. “Hey!” Evelyn said as she gave Miss Alithea a big hug. Would you like to look at some pictures of food with me?’ Miss Alithea started getting all the photos out and began explaining to our friends how some show healthy foods, and some show sometimes food that we shouldn't have all the time because they aren't really healthy for us. The first photo showed lots of different berries. Miss Alithea asked, “What are these?”

‘strawberries!’ replied Elsie, ‘raspberries’ replied Milla, “my favourite blueberries” said Evelyn. “That's right girls. We went on looking at more fruit and vegetables, discussing different things you could make with them. As Wolf came over Miss Alithea showed the children a picture of a pizza and asked if they knew what this was. ‘It’s a pizza. I eat pizza at home” Wolf said. “Mum makes her own so it’s really healthy.”

Action 7: getting families involved with the process

It’s really important to tell families what you’re doing and why. When they know you’re doing something about their concerns they become less stressed.

With the benefits of learning through repetition, we will be implementing this strategy into our daily routine and conducting it every afternoon. If you have any input around other learning strategies or questions please see Nikki, Tristan or Jose.

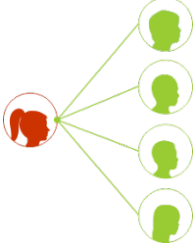
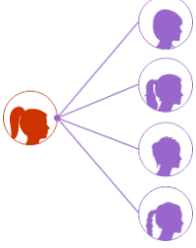
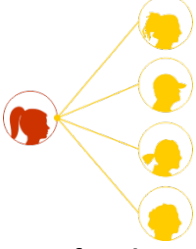
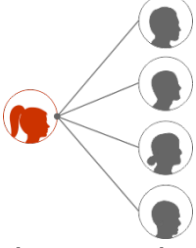
How do you and your team collaborate using each other’s work experiences, hobbies , interests and strengths?





The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives.” Pick one of the following reflection points to complete the table below:

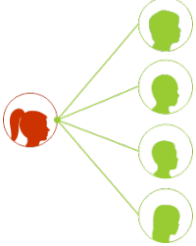
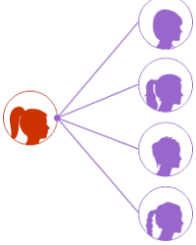
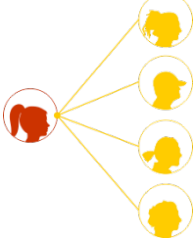
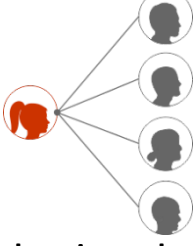
- How could I/we improve the way I/we collaborate with relief staff?
- Do I/we value feedback on potential ways to improve or do I/we get defensive and intentionally or unintentionally sabotage improvement opportunities (related to improvement example)?
- Do I/we collaborate meaningfully with new/junior/less experienced team members?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>	<p>I'm not sure what to do, and all my teachers are busy talking or cleaning up.</p>	<p>After overcoming some initial reluctance from educators, the EL is supporting the room/group to implement run sheets so all educators know exactly what they're doing at specific times during the day.</p>
 <p>an educator</p>	<p>I think we could improve the way we work as a team. There's no real rules about which of us does what, as long as it's all done at the end of the day. That's good in theory, but in practice a bit more guidance would be helpful.</p>	
 <p>your families</p>	<p>There's always a lot of activity in Ethan's room/group. I sometimes see it as 'organised chaos' and wonder how the educators get through the day and stay sane!</p>	
 <p>theorist and current research</p>	<p>Delueze says there are three ways we form groups and uses different types of lines to explain this eg rigid lines represent clearly recognisable groups. In cases where there's organised chaos we may need clear directions about, for example, activities governed by the clock/activities which are flexible (ie via a run sheet).</p>	



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- Do I/we value feedback on potential ways to improve or do I/we get defensive and intentionally or unintentionally sabotage improvement opportunities?
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Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>		
 <p>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		



Complete your QIP

The information you write below can go directly into your QIP or Self-Assessment Tool (SAT) (NSW ONLY)
Instructions

For a MEETING QIP and Self-Assessment Tool (SAT)	For Exceeding the QIP and Self-Assessment Tool (SAT)
<i>Educators use the strengths, skills and backgrounds of each educator in their team. For example</i>	<i>Our educator teams and rooms/groups collaborate in ways consistent with our philosophy, and code of conduct/ethics. For example (included in QIP strength example)</i>
<i>Educators share information and reflect on how best to meet the needs of individual children and families. For example</i>	<i>All educators, including new educators, are given regular opportunities to work collaboratively and to share and learn from each other's existing and developing strengths and skills. For example</i>
<i>Please give an example of the way you help promote a culture of professional inquiry ie support continuous improvement in practice and service operations.</i>	<i>Please discuss how all educators recognise diversity as a strength and work together to promote a culture of inclusiveness and sense of belonging for all children, families and the community, including those from Aboriginal and Torres Strait Islander backgrounds.</i>
If you cannot answer these questions above the you are not meeting. This means you need to create an improvement plan and make changes to your practice	

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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 4.2.1. 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	

Practices	ED1	ED2	ED3	ED4	ED5
Do you encourage other team members to share their ideas and knowledge, regardless of their experience, culture, background etc?					
Do you share your knowledge and skills with team members, including those based on current recognised approaches and research and information gained from professional development?					
Are you always professional and respectful when sharing information eg never engage in derogatory remarks about practice with team member or others?					
Do you know the particular strengths of team members and use them when you can?					
Are you open to receiving coaching/guidance about better ways of doing things or recognised best practice no matter how long you have been working in a Service or sector?					
Do you willingly support new team members and relief staff, including those who may not have your skills, knowledge or understanding of service practices, so they feel valued and included?					
Do you share tasks and responsibilities and promptly help team members who need extra assistance?					
Do you regularly reflect on the needs of children and families, including ensuring all children are included and supported, and share your ideas with team members?					
Do you follow a consistent process for documenting reflections on children's and families' needs?					