



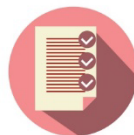
We can solve problems with practice with the help of the NQS



The NQS can guide our critical reflections



The NQS is what we assess against to write our QIPs



The NQS is what assessors assess us against to write their A&R report



Families can make a choice based on our NQS rating



## Educators

**Looking at the element in detail** - A service reviewed what the NQF Guide said about element 1.1.2 and understood educators must implement a program which reflects each child's:

- understanding and knowledge
- strengths
- ideas for the program
- culture
- abilities
- interests.



Solving Problems with the NQS

**Problem the element can solve** – educators stopping children from helping others in the group.

**Aim:** Children are able to take actions which help group members (activity which research is showing is an innate interest for all children).

### Week 7, 14 March – 18 March 2022 - 1.1.2 Child-centred

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**Select just one point** from the element that could help guide or change your practice.

*Assessors may observe children*

- *indicating their deep involvement in experiences that are rich and meaningful to them through verbal and non-verbal responses, and sustained concentration (page 111 NQF Guide)*

**Reflect and think about the point** in relation to 'real work' of supporting others in the group.

**Practice change** – The Room Leader and Educational Leader are supporting educators to identify situations where they may be stopping children from helping others in the group eg handing out drink bottles, serving meals/snacks, picking up items which have fallen off, cleaning up, identifying what could make the area more comfortable eg heating/cooling etc.

**Problem to improve upon** – Programming for each child's interests.

**Aim:** Each child's interests are recognised and included in the program.

**What to do:** Go to NQS element 1.1.2.

**Select just one point** from the element that could help guide or change your practice.

*Assessors may observe educators*

- *observing, listening and talking with children for sustained periods of time and paying close attention to what they are saying, thinking and doing (page 110 NQF Guide)*

**Reflect and think about the point** in relation to programming for children's interests.

**Practice change** –When educators identify a child's interest, they now understand it's likely some of the other children will also have this as an interest and they take the time to learn who these children are. For example, one child had an interest in planes so educators helped 'them build a plane.' Other children expressed their interest in the plane because one was going on holidays and had plane tickets, another had recently visited an airport, and another had family coming from overseas now the international borders were open. Each of these events provided educators with further learning opportunities.

From the list below, select a point and explore how you could make the program more child-centred when:

- planning the program
- implementing the program
- conducting excursions/regular outings
- implementing routines/transitions
- children are engaged in free play
- setting up indoor and outdoor environments
- sourcing resources
- intentionally teaching children eg about emotions, diversity, additional needs
- connecting children to their local community.

**What problem needs to be improved upon?**

**Aim** (selected from the above points)

What NQS Element could help you to think about the problem differently?

Select just one point from the NQS Element

Reflect and think about the point in relation to the problem.

**Create a practice change**

#### **Week 7, 14 March – 18 March 2022 - 1.1.2 Child-centred**



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 there's something on the checklist that you're not doing, you need to adjust your practice to do it, or ask for help and training to implement it ie work with your educational/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	

**Communication**

ED1 ED2 ED3 ED4 ED5

Do you regularly ask families to share their child's interests, strengths and needs?

Do you regularly talk to each child about their favourite activities, books, characters, music etc?

Do you often talk with children in a two way conversation for sustained periods of time eg at meal times or when documenting learning with children?

**Curriculum**

Is most of your curriculum based on each child's interests, strengths, needs, culture and daily lives eg their relationships and interactions and not what you think they should find interesting?

If you don't know much about a particular child's interest do you collaborate with children to research and investigate the topic?

Do you listen to children's ideas and suggestions about activities or how they could be implemented?

Do you often change planned activities based on feedback from children?

Are you careful not to shut learning down because it's too messy, too hard or you prefer another activity?

Do you encourage children to initiate, join in and continue with activities involving creativity, imagination, problem solving, investigation etc?

Do you allow and encourage learning from a single interest to extend and grow over several days or weeks?

Do you regularly offer children extended periods of uninterrupted play/activities?

**Practice**

Is the routine flexible, so that if children are engrossed in an activity or play, you don't automatically end the session just because the routine says it's time to move on?

Do your actions and words show children you think they're capable and competent eg you encourage them to try new skills even if you think they may fail?

Do you adjust your teaching methods to take account of each child's learning style and temperament?

**Week 7, 14 March – 18 March 2022 - 1.1.2 Child-centred**



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:

- Are you really listening to children’s ideas and feedback? Could you improve in this area? (eg see QIP/SAT improvement example)
- Could you include more activities in the program which reflect the culture and language of each child’s family?
- Could your team implement a more flexible program that’s more responsive to children’s wishes and needs?

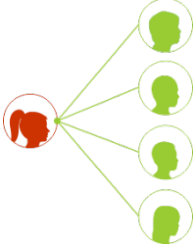
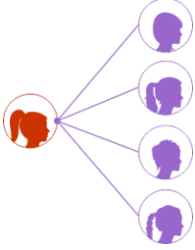
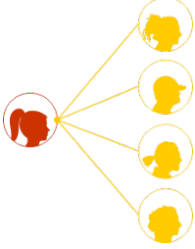
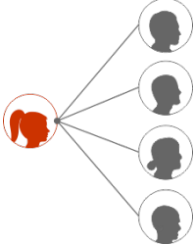
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
<p><b>a child</b></p>	I like helping clean up - after meals, cleaning windows, washing up. My teachers always want to do this themselves though.	The EL and educators discussed and reflected on some educators’ assumptions that engaging children in cleaning activities was not promoting any of the MTOP learning outcomes.
<p><b>an educator</b></p>	Some of the children want to help clean up – that’s really good but it takes forever and then we’re not getting around to the learning activities we’ve planned.	This led to educators understanding these activities were valuable, reflected a child-centred approach where children voiced their willingness to participate, and met learning outcomes like 3.2. Educators are now happy to involve children in activities which promote life skills and contribute to the wellbeing of the group.
<p><b>your families</b></p>	Sometimes I wish the kids actually learnt real life skills as well as art and craft. It sure would help at home.	
<p><b>theorist and current research</b></p>	<p>Outcome 3.2 Children take increasing responsibility for their own health and physical wellbeing. This is evident, for example, when children:</p> <ul style="list-style-type: none"> <li>• negotiate environments to ensure the safety and wellbeing of themselves and other</li> <li>• manipulate equipment and manage tools with increasing competence and skill</li> </ul> <p>Educators promote this learning, for example, when they:</p> <ul style="list-style-type: none"> <li>• engage children in experiences, conversations and routines that promote safety, healthy lifestyles and good nutrition</li> </ul>	

### Week 7, 14 March – 18 March 2022 - 1.1.2 Child-centred



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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><b>a child</b></p>		
 <p><b>an educator</b></p>		
 <p><b>your families</b></p>		
 <p><b>theorist and current research</b></p>		



## Complete your QIP

Instructions If you are happy with a Meeting rating you do not need to answer the Exceeding questions. Note if you can't answer all meeting questions you are not meeting the element, and you need to create an improvement plan and make changes to your practice.

If you are striving for an Exceeding rating, we suggest you answer all meeting and exceeding questions. You can copy your answers into your QIP, or SAT (NSW ONLY).

For a <b>MEETING</b> QIP and Self-Assessment Tool (SAT)	For <b>Exceeding</b> the QIP and Self-Assessment Tool (SAT)
<p><i>Give an example of a recent activity where you used a child's culture in the program (remember culture is not just different nationalities but what they do in their daily lives)</i></p>	<p><b>Embedded Practice</b> <i>How do the curriculum decisions you make to support Element 1.1.2 connect to the service philosophy?</i></p>
<p><i>Give an example of a time recently where you talked with a child/children for a sustained period of time, paying close attention to what they were saying or doing.</i></p>	<p><b>Critical Reflection</b> <i>How do you ensure the program considers the circumstances of every child ie how do you meet Element 1.1.2 for every child?</i></p>
<p><i>Give an example of a time recently where you changed the room routine/activity schedule so children could continue with an activity they did not want to stop?</i></p>	<p><b>Engagement with families and community</b> <i>Give an example of a time recently where you engaged with a child's family or community to develop a child-centred program (eg see QIP/SAT Strength example).</i></p>