



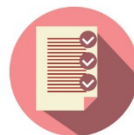
We can solve problems with practice with the help of the NQS



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

## How are the National Quality Standards used by stakeholders?



### Educators

**Looking at the element in detail** - A service reviewed what the NQF Guide said about element 1.1.3 and understood educators must be able to:

- identify and act on opportunities to extend children's learning during planned and spontaneous experiences
- use transitions and routines as learning opportunities – they're just as important as activities and experiences.



Solving Problems with the NQS

**Problem the element can solve** – children wandering around, not listening, fighting with other children, messy room.

**Aim:** Children know exactly what they should be doing – no wandering children.

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

*Assessors may discuss*

- *how the service organises its program and routines to maximise opportunities for children's learning (page 113 NQF Guide)*

#### - 1.1.3 Program learning opportunities

**Reflect and think about the point** in relation to wandering children.

**Practice change** – After attending Centre Support’s Educational Leader training, the Educational Leader decided to implement detailed run sheets for educators in collaboration with room leaders. These provided the structure children (and educators) needed - and the wandering children and much of the behaviour accompanying that dramatically reduced.

**Problem to improve upon** – Children not understanding what educators are saying or what’s happening.

**Aim:** Communication with children is clear - oral communication not the only form of communication used – and children’s views are considered.

**What to do:** Go to NQS element 1.1.3.

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

*Assessors may discuss*

- *how children are involved in program decision-making, contributing to the learning environment, assisting in everyday routines and transitions including menu planning and food preparation (page 113 NQF Guide)*

**Reflect and think about the point** in relation to communication and program learning opportunities, particularly during routines and transitions.

**Practice change** – we made around 100 different routine cards and now use these to show children the routine or transition we’re speaking about. Educators design the routines and transitions **with children** rather than for children, creating a sense of



community. Three or so cards are assembled on the wall or a mobile board before a particular routine starts so all the children are clear about what is coming next. We also display the cards that show our daily routine.

From the list below, select a point you could aim to improve with your everyday practice - extend children’s learning during the following routines and transitions:

- arriving and departing service
- moving between indoor and outdoor environments
- during meal/snack times
- during sleep/rest periods
- during hygiene activities
- when applying sunscreen
- during regular outings
- during emergency rehearsals
- when recycling or caring for the environment
- when caring for service animals.

**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**

### - 1.1.3 Program learning opportunities



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	

	ED1	ED2	ED3	ED4	ED5
Are you willing to change the room routine if children are focused on an activity or experience which is holding their interest?					
Are you willing to change the room routine so you can extend learning on the spot?					
Does your room routine limit the amount of time children are expected to do the same thing at the same time?					
Do you involve children in setting times and schedules for daily routines?					
Do you implement routines and activities in ways that minimise the time children have to wait eg for meals, to go outside, to start activity?					
Do you encourage children to make choices, including during routines and transition times?					
Do you use routines to intentionally teach children about issues like healthy eating, physical activity, hygiene and sustainability?					
Do you use routines to intentionally teach children literacy and numeracy concepts eg patterns, shapes, speed, counting, letters and sounds?					
Do you encourage children to become more independent during hygiene and health routines?					
Do you involve children in routines that are part of their daily lives outside the service eg preparing meals, menu planning, getting dressed, cleaning and packing up, caring for the garden/family pets?					
Do you use routines to promote all learning outcomes including Outcome 1 Children feel safe, secure and supported, and Outcome 3 Children have a strong sense of wellbeing eg through positive one on one interactions (including during nappy changes)?					
Do you provide opportunities during activities and routines for children to learn from and teach others?					
Do you break routines and activities into specific, small steps so children have the chance to help?					
Do you use 'spontaneous teachable moments' to extend on children's interests and learning, including during routines?					

### - 1.1.3 Program learning opportunities



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:

- Routines are the same everyday - am I missing opportunities to extend children’s learning? (eg see QIP/SAT improvement example)
- How could I improve my intentional teaching skills to take full advantage of teachable moments in planned and spontaneous experiences?
- Does my documentation show how I’m implementing element 1.1.3?

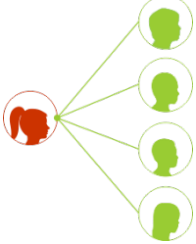
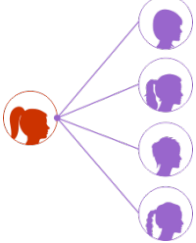
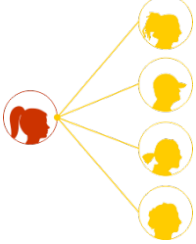
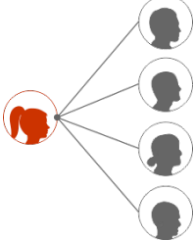
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
<p><b>a child</b></p>	I wish we had the spray on sunscreens here like I have at home.	<p>Educators implemented learning around the dangers of aerosol sunscreens (see activities 8_3_22).</p> <p>The NS also included the information from CHOICE in parent communications eg newsletter and Facebook posts (element 6.1.3 Families are supported).</p>
<p><b>an educator</b></p>	When it’s time to apply sunscreen some children complain they prefer the spray on sunscreens mum or dad have at home. I think we should educate the children (and parents) on why spray on sunscreens may not be providing enough sun protection.	
<p><b>your families</b></p>	It’s so much easier to use spray on sunscreens on the kids.	
<p><b>theorist and current research</b></p>	<p>Aerosol sunscreens are quick and easy to apply, but most people don't apply enough eg you need half a can to protect an adult (so they’re very expensive).</p> <p>The Cancer Council doesn't recommend aerosol sunscreens, and discontinued their range in 2017.</p> <p>CHOICE found they're difficult to test , so SPF claims can't be independently verified. They've also been linked with other safety issues including flammability and inhalation hazards.</p> <p>Source: <a href="#">Do aerosol sunscreens provide effective sun protection?</a></p>	

**- 1.1.3 Program learning opportunities**



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

**- 1.1.3 Program learning opportunities**



### 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)
<i>Give an example of how you use routines/transitions to teach children about health and physical wellbeing.</i>	<b>Embedded Practice</b> <i>Educators have worked with the educational leader to improve the room routine. For example</i>
<i>Give an example of how you use routines/transitions to teach self - help skills.</i>	<b>Critical Reflection</b> <i>Give an example of a reflection by all educators and the Educational Leader which led to stronger learning outcomes for children from everyday routines. (eg see QIP/SAT Strength example).</i>
<i>Give me an example of how you use routines/transitions as opportunities for children to contribute to or make choices about their learning and wellbeing.</i>	<b>Engagement with families and community</b> <i>Give me an example of how you have worked with families to strengthen learning outcomes– for example to improve the room routine.</i>

#### - 1.1.3 Program learning opportunities