



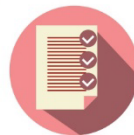
We can solve problems with practice with the help of the NQS



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

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

Looking at the element in detail - A service reviewed what the NQF Guide said about element 6.2.3 and understood there were two parts to the element:

1. Building connections to the community
2. Building relationships once connections are made.



Solving Problems with the NQS

Problem the element can solve – educators are scared to take children on excursions

Aim: educators feel confident taking children on excursions and have strategies in place to support this.

What to do: Go to NQS element 6.2.3

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

Assessors may sight evidence of

- planned experiences that involve incursions and/or children visiting parts of their community to extend on knowledge gained (*page 278 NQF Guide*)

Reflect and think about the point in relation to excursions.

Week 16, 30 May – 3 June 2022 – 6.2.3 Community engagement

Copyright Centre Support Pty Ltd 2022 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it.

Practice change – The Educational Leader spoke to educators about what was stopping them taking children on excursions. Educators raised issues like not being able to get children to put their safety vests on, and children having tantrums during excursions. Together the EL and educators developed strategies to help manage some of these issues. For example:

- asking each child individually to put a vest on during free play time before the excursion
- having clear rules in place about behaviour expectations on excursions – children who don't behave consistent with the rules don't go on excursions
- asking children what they want to do on the excursion – and where possible ensuring this occurs.

Problem to improve upon – some educators think Bush Kindy is a time where they can step back and not worry about implementing an educational program.

Aim: educators implement structured activities and experiences during Bush Kindy.

What to do: Go to NQS element 6.2.3

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

Assessors may discuss how the service

- *uses community resources to improve the educational program and provide quality learning experiences for each child (page 278 NQF Guide)*

Reflect and think about the point in relation to learning during excursions/outings.

Practice change – The Educational Leader reflected with educators on the learning that was occurring during Bush Kindy excursions. They agreed children were basically allowed to 'run free' within the area (although still supervised), and that all excursions, including these, would be more successful if there was a plan with some learning objectives eg let's look at shapes, patterns, logos, literacy, numbers, relationships between living things, certain animals/insects, let's try certain physical activities/team sports.

From the list below, select a point and explore how you could connect children with their local community in ways which promote learning when:

- planning learning activities
- responding to children's questions or ideas
- using information provided by each child's family
- looking for/purchasing resources
- organising indoor and outdoor environments
- improving your understanding of different cultures.

What problem needs to be improved upon?

Aim (selected from the above points)

Select just one point from the NQS Element

Select just one point from the NQS Element

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

Create a practice change

Week 16, 30 May – 3 June 2022 – 6.2.3 Community engagement

Copyright Centre Support Pty Ltd 2022 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it.



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 |
|--|-----|-----|-----|-----|-----|
| Do you ensure learning environments have resources (including books, artefacts, images) and displays that reflect children's lives and diverse community cultures? | | | | | |
| Do you implement activities and experiences that connect children with their local community? | | | | | |
| Do these activities broaden children's understanding of different cultures in their community? | | | | | |
| Do these activities broaden children's understanding of the different services/organisations, workplaces, leisure activities, jobs, events, lifestyles, daily activities etc in their community? | | | | | |
| Do you use community resources, including local community members, to promote learning outcomes eg during excursions and incursions? | | | | | |
| Do you regularly broaden your knowledge and understanding of other cultures eg by talking with families or using community resources? | | | | | |
| Do you share information about relevant community events with families? | | | | | |



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 you improve children’s engagement with the local community so they have a better understanding of the world they live in? (eg see QIP/SAT improvement example)
- How could you change the indoor/outdoor environment to better reflect your diverse local community?
- How important is it to you to learn more about other cultures? How might this strengthen children’s learning and relationships with families?

| 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> | I go to some shops with mum or dad. It’s usually a quick visit for something. | <p>The Educational Leader discussed the importance of community connections for children’s learning outcomes with the Nominated Supervisor.</p> <p>Initially, they and educators brainstormed some community organisations and members they could approach to visit the Service.</p> <p>In some cases this led to invitations to visit the organisation or group, and we’re planning some strategies to help ensure these visits are successful.</p> |
| <p>an educator</p> | There’s lots of businesses/shops nearby I’m sure children would be interested in visiting. If we were allowed to organise excursions they’d be loads of learning objectives we could plan for, and activities we could implement. | |
| <p>your families</p> | Sometimes I think the kids could be learning more about everyday activities and skills, and about their community. It’s not all about literacy and numeracy. | |
| <p>theorist and current research</p> | <i>“Services can ... support children’s sense of belonging by helping them to experience connections and be engaged with their local community. When services develop respectful and responsive connections with their immediate or wider community, they ... enrich the educational program for children. Inviting members of diverse groups within the community to share their interests and expertise helps to extend children’s knowledge... This broadens children’s understanding of the world in which they live and contribute.”</i> NQS Guide 6.2.3 | |

Week 16, 30 May – 3 June 2022 – 6.2.3 Community engagement



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 you improve children’s engagement with the local community so they have a better understanding of the world they live in?
- How could you change the indoor/outdoor environment to better reflect your diverse local community?
- How important is it to you to learn more about other cultures? How might this strengthen children’s learning and relationships with families?

| 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

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 MEETING QIP and Self-Assessment Tool (SAT) | For Exceeding the QIP and Self-Assessment Tool (SAT) |
|--|--|
| <i>Please give an example of resources/images/books in your room/group that reflect the diverse cultures at your service or in your community.</i> | Embedded Practice <i>Please give an example of a relationship with a community organisation or member that displays a strong commitment to the principles and practices of the approved learning framework/s, and aligns with the educational program and with resources that support community engagement and inclusion (see QIP/SAT Strength example).</i> |
| | |
| <i>Please give an example of a community interaction that supported a particular child or group of children to manage or overcome certain difficulties.</i> | Critical Reflection <i>Give an example of how ongoing community engagement influences the design and delivery of the curriculum and strengthens learning outcomes (see QIP/SAT Strength example).</i> |
| | |
| <i>Please give an example where children engaged with local Indigenous/First Nations people or organisations which strengthened their understanding of this culture and history.</i> | Engagement with families and community <i>Give an example of community relationship the Service has that helps educators challenge stereotypes or promotes deep respect for Aboriginal and Torres Strait Islander histories and cultures.</i> |
| | |

Week 16, 30 May – 3 June 2022 – 6.2.3 Community engagement