



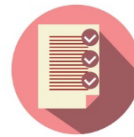
We can solve problems with practice with the help of the NQS



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

**1.2.3** Child directed learning – *Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.*

**Looking at the element in detail** - A service reviewed what the NQF Guide said about element 1.2.3 and understood educators must recognise children's capabilities, and support and encourage children to:

1. make choices which support their own wellbeing and that of others
2. choose, plan for and help set up play experiences and activities
3. develop skills in assessing risk.



### Solving Problems with the NQS

**Problem the element can solve** – some educators block children's agency because they don't really trust them.

**Aim:** Educators really understand each child so they're able to trust and properly support each child's decision-making.

**What to do:** Go to NQS element 1.2.3

### Week 18, 13 June – 17 June 2022 – 1.2.3 Child directed learning

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

Assessors may observe

- educators acknowledging children as capable and competent, and encouraging them to act autonomously (page 123 NQF Guide)

Reflect and think about the point in relation to trusting children.

Practice change – The Educational Leader and Room/Group Leaders supported educators to identify each child’s strengths and abilities eg educators were reluctant to let children climb trees or high climbing structures unassisted - they didn’t trust them. However, on reflection educators agreed Isla was a very good climber, and climbing actually helped her regulate her behaviour, whereas Jye would always ask for support when climbing because he was not a confident climber. Trusting children more has changed educators’ approach to children’s agency.

Problem to improve upon – there’s a misperception about what children are really interested in.

Aim: Educators expose children to different things and situations and use these to promote children’s agency.

What to do: Go to NQS element 1.2.3

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

Assessors may discuss how educators:

- reflect on what decisions children can make and the extent of those decisions (page 124 NQF Guide)

Reflect and think about the point in relation to children’s interests.

Practice change – The Educational Leader supported educators to understand they’re limiting children’s ability to make decisions and influence their learning when these decisions are restricted to Service equipment and resources eg choosing between book/home/craft corners or catalogue offerings. If educators don’t expose children to community settings, they’re not providing ‘hooks’ or opportunities for children to make decisions about what really interests them. The EL showed educators a video by the renowned child psychologist Col Trevarthen where he says, for example, “The proper

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environment for children to learn is a community...” While he is discussing babies, the points made are relevant for all children – the EYLF and MTOP mention community dozens of times. Now we make regular trips into the community eg this week we visited a building site and implemented a child directed learning program about steel and structural supports. From the list below, select a point where you could improve children’s agency when:

- planning and implementing the program
- supervising children
- assessing risks
- deciding the timing of routine activities eg sleep/rest time, meal/snack times
- moving between activities or environments
- supporting children’s relationships with each other.

What problem needs to be improved upon?

[Empty text box for problem identification]

Aim (selected from the above points)

[Empty text box for aim selection]

Select just one point from the NQS Element

[Empty text box for NQS element selection]

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

[Empty text box for reflection on problem]

Create a practice change

[Empty text box for practice change creation]



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 arrange activities, routines and the environment so children can choose, plan for and help set up play experiences and activities?					
Do you encourage children to make choices and decisions about things that affect them?					
Do you implement children's ideas and decisions?					
Do you encourage children to act independently (eg initiate and extend their own play) both individually and with their peers?					
Do you provide children with leadership opportunities?					
Do you support children to understand and manage their behaviours, and express their feelings and ideas, as they interact and collaborate with others?					
Do you actively support children's attempts to gain new skills and knowledge?					
Do you help children explore different identities and points of view?					
Do you support children to assess and manage risk?					
Do you hold high expectations for each child, provide them all with choices, support them all to express and implement their ideas and make decisions, and to take appropriate risks?					
Does your learning documentation show evidence of the above?					



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:

- Do you have views about your role, your expertise, or children’s ages and capabilities that may limit children’s ability to make choices and decisions ie direct their own learning?
- How might giving children more agency help promote learning related to behaviour and emotions? (related to improvement example)
- If you had the authority, what’s the one thing you would change at the Service or in your room/group to promote child directed learning?

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 love peanut butter sandwiches. I want to eat them here. (Nate)	<p>After reflecting, educators realised they could improve Nate’s agency by teaching the children more about anaphylaxis, including what might happen if a child who was severely allergic to nuts accidentally ate or touched them.</p> <p>Nate asked lots of questions, and afterwards when educators asked him if he still wanted to eat peanut butter sandwiches at the Centre, he said “Nah, it could make Zane really sick – I can eat them at home.”</p>
<p><b>an educator</b></p>	I told Nate peanut butter is made from nuts – and we can’t have nut foods here. That’s just the rules.	
<p><b>your families</b></p>	There’s not much Nate loves to eat – but peanut butter is one of them. I just don’t understand why educators can’t be careful and keep Nate away from the child with the nut allergy.	
<p><b>theorist and current research</b></p>	<p>“When children are given choices and control, they begin to understand the connection between actions and consequences, and learn to assess what risks are appropriate and how they may be managed.” NQF Guide p 123</p> <p>“Some ... services do not include ...nuts in their menus as these are not essential foods and can easily be eaten at home...” <a href="#">Best Practice Guidelines for anaphylaxis prevention and management</a> p 33.</p>	

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 <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)
<i>Please give a recent example of your children planning and setting up an activity they've chosen to implement.</i>	<b>Embedded Practice</b> <i>Please give an example of changes made in practice to support children's agency (ie ability to make and implement choices and decisions (eg see QIP/SAT Strength example).</i>
<i>Please give an example where you or your team supported children to assess and manage the risk involved in an activity or experience.</i>	<b>Critical Reflection</b> <i>Please explain how your 'child directed' curriculum connects with your service Philosophy.</i>
<i>Give an example showing how you or your team supported children's attempts to gain new skills or knowledge.</i>	<b>Engagement with families and community</b> <i>Please give an example showing how you actively seek out and use the voices, and views of children throughout the day (eg see QIP/SAT Strength example).</i>