



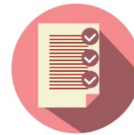
We can solve problems with practice with the help of the NQS



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

5.2.1 Collaborative learning – *Children are supported to collaborate, learn from and help each other.*

Looking at the element in detail - A service reviewed what the NQF Guide said about element 5.2.1 and understood educators need to:

- model cooperative behaviour and nurture respectful and reciprocal relationships
- provide time and space for children to collaborate, and encourage their active involvement.

Problem the element can solve – educators often struggle for time to teach children *and* organise all the care activities/routines.

Aim: Educators don't feel stressed for time to both teach and care for children.

What to do: Go to NQS element 5.2.1

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

Assessors may observe children

- *engaged in activities that may benefit others such as helping re-set experiences or setting the table for a meal (page 245 NQF Guide)*



Solving Problems with the NQS

Week 19, 20 June – 24 June 2022 - 5.2.1 Collaborative learning

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Reflect and think about the point in relation to children supporting each other to learn more about 'life skills'.

Practice change – The Educational Leader reflected with educators on the value and relevance of children learning 'life skills,' and educators started to involve children in organising routine care activities - and encouraging them to learn more about these from other children eg how to set up for lunch and morning and afternoon teas, how to make a bed – giving educators more time and the children knowledge and skills, for example, relevant for Outcome 3 'Children have a strong sense of wellbeing.'

Problem to improve upon – educators might not always pick up on some children's interests and strengths.

Aim: Educators understand children usually know a lot about their friends, and use this information to plan and implement the program.

What to do: Go to NQS element 5.2.1.

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

Assessors may observe children

- *engaging in enjoyable interactions with their peers, contributing to shared play experiences, and responding positively to ideas and suggestions from others (page 244 NQF Guide)*

Reflect and think about the point in relation to identifying children's interests and strengths.

Practice change – Supported by the Educational Leader, educators began asking children what their friends liked doing. They also paid more attention to the younger non-verbal children and watched, for example, how Mason offered a truck to Zac because he knew Zac liked trucks and they could both play with them together. The program has become more meaningful and tailored to the interests and strengths of each child.

From the list below, select a point and explore how you could help children learn from each other when:

- implementing routines and transitions
- planning the program
- organising group activities
- going on excursions
- setting up indoor or outdoor spaces
- organising daily run sheets.

What problem needs to be improved upon?

Aim (selected from the above points)

Select just one point from the NQS Element

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

Create a practice change

Week 19, 20 June – 24 June 2022 - 5.2.1 Collaborative learning



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	

Positive Interactions

ED1 ED2 ED3 ED4 ED5

Do you intentionally teach children the social skills they need to participate in group activities and/or develop friendships?					
Do you always model the positive social interactions you teach children?					
Do you sensitively intervene when needed to promote each child's inclusion and sense of belonging?					
Do you share books with children about friendship and helping others?					
Do you acknowledge children's positive interactions eg co-operating, negotiating, problem solving, helping others?					

Learning Together

Do you encourage children to learn from their peers eg 'see how Annie is washing her hands?'					
Do you support children to negotiate roles and responsibilities in group activities and play?					
Do you respectfully participate in children's group play and activities when invited or opportunities arise?					
Do you provide opportunities for all children to lead group activities eg encourage children with skills/strengths/knowledge in particular areas to lead or contribute to learning in those areas?					
Do you plan experiences that encourage children to learn together in both small and larger groups?					
Do you consider children's shared interests when organising groups eg as opportunities for extended learning?					
Do you encourage children to share their culture and daily lives with other children?					
Do you encourage children to work together eg to research, plan, problem-solve and make decisions?					
Do you give children time to collaborate and finish activities eg through flexible daily routines?					
Do you provide opportunities for children of mixed ages and genders to engage in safe group activities?					
Do you ensure spaces and resources encourage interaction and cooperation eg U shaped spaces, loose parts?					

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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:

- The NQF Guide says children need ‘time and space’ to engage in collaborative experiences (p 244). How do you provide this for children, and how could you improve?
- How do you use the different knowledge, skills and background of each child to help children learn from each other? How could you improve? (eg see QIP/SAT improvement example)
- The NQF Guide says “older children can also learn life and social skills” from each other (p 244). How well do you support children to do this – and how do you or could you support younger children to learn life or social skills from other children?

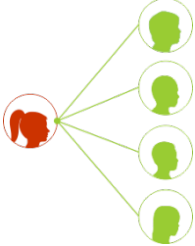
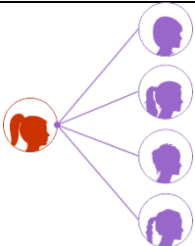
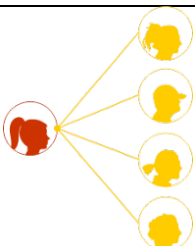
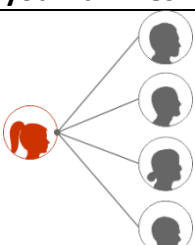
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>	There’s a new kid here. Miss Poppy says he’s from another country.	<p>The Educational Leader supported Petro’s educators with strategies to help him feel included at the Service. She also pointed out this was an opportunity for educators to help all the children learn more about Ukraine eg – language, food, customs, what Petro did at child care and at home with his family. Educators have been implementing group activities around these topics, led in many cases by the children’s interests in particular areas – including music and sports.</p>
 <p>an educator</p>	Maybe the best thing we can do is ignore Petro’s background and try to help him fit in asap.	
 <p>your families</p>	I think there’s a new family from Ukraine at the Service. I hope the children are learning what it was like in Ukraine before the war – and not focusing on the trauma of what’s happening now.	
 <p>theorist and current research</p>	<p>Socio-cultural theorists eg Vygotsky, Malaguzzi Rogoff, Fler. Key ideas include:</p> <ul style="list-style-type: none"> • relationships and participation are central to learning • children are active agents and contributors in the different social groups in which they participate. <p>Source: Educators’ Guide to the EYLF p 56</p>	

Week 19, 20 June – 24 June 2022 - 5.2.1 Collaborative learning



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- The NQF Guide says “older children can also learn life and social skills” from each other (p 244). How well do you support children to do this – and how do you or could you support younger children to learn life or social skills from other children?

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 where you supported children from diverse backgrounds and abilities to collaborate during play, projects or experiences.</i>	Embedded Practice <i>Please explain how you and your team create supportive environments that enable children to collaborate, learn from and help each other.</i>
<i>Please give an example of opportunities you provide for all children to lead group activities.</i>	Critical Reflection <i>Please explain how you and your team reflect from a social justice and equity perspective about building active, inclusive and collaborative learning opportunities for every child (see QIP/SAT Strength example).</i>
<i>Please give an example of opportunities you provide for children to collaborate with their peers about their culture and daily lives.</i>	Engagement with families and community <i>Please give an example showing how you or your team use the unique service environment or community to strengthen collaborative learning between children (see QIP/SAT Strength example).</i>

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