



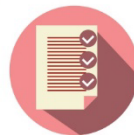
We can solve problems with practice with the help of the NQS



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

**2.1.1 Wellbeing and comfort** - Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.

**Looking at the element in detail** - A service reviewed what the NQF Guide said about element 2.1.1 and understood wellbeing and comfort:

- includes children's physical, mental and spiritual needs
- involves active and restful experiences that support each child's health, nutrition, sleep, rest and relaxation.



Solving Problems with the NQS

**Problem the element can solve** – some children want to change out of their school uniform after school into more comfortable clothes.

**Aim:** Children able to change in facilities which provide appropriate privacy .

**What to do:** Go to NQS element 2.1.1

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

*Assessors may discuss*

- *privacy arrangements for children's toileting and personal hygiene requirements (page 151 NQF Guide).*

### Week 26, 22 - 26 August 2022 – 2.1.1 Wellbeing and comfort

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**Reflect and think about the point** in relation to change facilities.

**Practice change** – The Nominated Supervisor and educators discussed the suitability of children changing in the toilets, and agreed this would be okay as long as children did not spend excessive periods of time in the toilets changing (as this would supervision.) It was agreed children should be involved in making rules about changing and the use of the toilets.

**Problem to improve upon** – it's difficult to implement meaningful activities near children who are resting or relaxing.

**Aim:** The rest and relaxation area is located away from the main activity area.

**What to do:** Go to NQS element 2.1.1

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

*Assessors may observe*

- *children being provided with and accessing comfortable spaces away from the main activity areas for relaxation and quiet activity (page 150 NQF Guide).*

**Reflect and think about the point** in relation to spaces for rest and relaxation.

**Practice change** – Educators now discuss with the children each day whether the rest and relaxation area should be inside or outside – children choose depending on the weather or how they're feeling. We also have a specific rest and relaxation time period eg 40 minutes, and during this time activities can only be implemented in the opposite space eg outdoors if children are relaxing inside.

From the list below, select a point and explore how you could ensure children's wellbeing and comfort when:

- planning and implementing the program
- responding to children's care needs
- speaking with a child's family members
- it's very cold, hot, windy etc
- children transition to new rooms/groups/settings
- children are finding relationships with peers difficult.

#### **Week 26, 22 - 26 August 2022 – 2.1.1 Wellbeing and comfort**

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**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**



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	
<b>Name Educator 5</b>	

Do you consistently respond to children's cues or communication for assistance with personal needs and comfort?					
Do you make sure the rest and relaxation area is comfortable and inviting eg there's space for children to spend time alone?					
Do you support children's choice to participate in quiet, meaningful activities rather than rest or engage in other activities where appropriate?					
Do you negotiate rest requirements with children, and with their families if necessary eg by explaining your obligations to meet children's rest needs?					
Do you provide children with clean spare clothes when needed or access to these?					
Do you respect families' clothing preferences where these meet service policies for children's wellbeing and safety?					
Do you respect and promote children's privacy during toileting, when they're getting changed etc?					
Do you communicate and interact with children while helping with toileting routines/accidents so the experience is relaxed and positive?					
Do you encourage families to advise when their child's rest needs or personal care routines change?					
Do you involve children in making rules and routines that ensure their comfort and wellbeing?					

### Week 26, 22 - 26 August 2022 – 2.1.1 Wellbeing and comfort



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:

- Could you improve the way you manage family requests about care and wellbeing routines that are inconsistent with the National Law/Regs or your policies? In what way?
- Are you always attuned to a child’s verbal or non-verbal feedback about their wellbeing and comfort preferences or needs? Do you always take them seriously? (eg see QIP/SAT improvement example)
- Could your personal beliefs or values about appropriate levels of comfort or empathy be adversely impacting children’s wellbeing? Could you try a different approach?

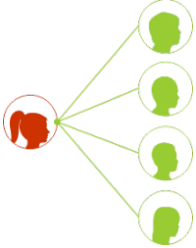
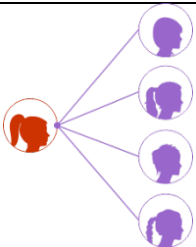
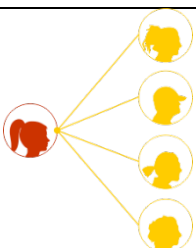
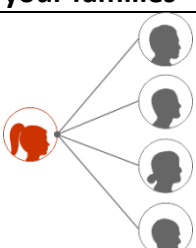
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
<p><b>a child</b></p>	<p>I want to go outside and run around. Miss Elly says I have to finish what I’m doing here first so she can pack it up. (Callan)</p>	<p>During Miss Elly’s team reflection she mentioned having trouble getting Callan to finish activities. Miss Sally said she thought letting children run around outside for a few minutes could help them settle and improve their focus. They agreed to let Callan go outside when he asked (if there was an educator to supervise eg watch from doorway). This has helped a lot, because after running around for a couple of minutes Callan gets bored and wants to come back inside where his friends and activities are, and he happily focuses on the activity.</p>
<p><b>an educator</b></p>	<p>Callan has trouble concentrating on an activity. He often wants to leave before it’s finished and that makes it hard to keep spaces tidy if I leave it for him to come back to later. (Miss Elly)</p>	
<p><b>your families</b></p>	<p>Callan is an active little boy. He needs to run around and burn off energy every so often. It helps him concentrate when he’s learning. (Callan’s mum)</p>	
<p><b>theorist and current research</b></p>	<p>Exercise helps children’s brains develop vital connections, leading to improved concentration and thinking skills <a href="#">healthdirect</a></p> <p>“...short active breaks in the classroom improve children's brain functioning and impulse control.” <a href="#">Active breaks help children think better and manage their behaviour</a></p>	

#### Week 26, 22 - 26 August 2022 – 2.1.1 Wellbeing and comfort



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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)
<i>Please give an example showing children in your room/group feel a sense of comfort and belonging at the service.</i>	<b>Embedded Practice</b> <i>Please give an example showing how you or your team adjust your practices or the room/group routine in response to everyday events that impact a child's wellbeing or need for comfort.</i>
<i>Please give an example showing how you involve children in making rules and routines to ensure their comfort and wellbeing.</i>	<b>Critical Reflection</b> <i>Please give an example which shows you meet each child's wellbeing or comfort in ways that are consistent with current recognised guidelines or information (see QIP/SAT Strength example).</i>
<i>Please give an example showing you consistently respond to children's cues or communication for assistance with personal needs and comfort.</i>	<b>Engagement with families and community</b> <i>Please discuss how you work directly with children, families, and professionals as appropriate to develop targeted practices that are responsive to children's evolving wellbeing and comfort needs (see QIP/SAT Strength example).</i>

#### Week 26, 22 - 26 August 2022 – 2.1.1 Wellbeing and comfort