



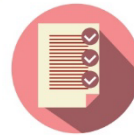
We can solve problems with practice with the help of the NQS



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

2.2.1 Supervision - *At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.*

Looking at the element in detail - A service reviewed what the NQF Guide said about element 2.2.1 and understood educators:

- need to supervise children at all times to ensure their safety
- always need to be alert for potential hazards that may endanger children or cause accidents and injuries
- need to take actions (reasonable precautions) to remove or minimise identified risks of harm to children.



Solving Problems with the NQS

Problem the element can solve – supervision is not always adequate when educators are completing tasks like cleaning or paperwork.

Aim: Supervision of children is never compromised.

What to do: Go to NQS element 2.2.1

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

Assessors may observe educators

- *adjusting their levels of supervision depending on the area of the service and the skills, age mix, dynamics and size of the group of children they are supervising (page 169 NQF Guide).*

Week 25, 15 - 19 August 2022 – 2.2.1 Supervision

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Reflect and think about the point in relation to adequate supervision.

Practice change – The Educational Leader supported educators to reflect on children’s supervision needs during particular activities using the supervision factors ACECQA promotes and then to implement appropriate strategies:

- number, ages, abilities and individual needs of children
- number and positioning of educators
- each child’s current activity
- areas where children are playing, in particular their visibility and accessibility
- risks in the environment and experiences provided to children
- educators’ knowledge of each child and each group of children
- the experience, knowledge and skill of each educator.

Problem to improve upon – risk assessments (other than excursion and transport risk assessments) don’t always consider supervision issues and how these may impact children’s safety.

Aim: All risk assessments consider requirements for adequate supervision.

What to do: Go to NQS element 2.2.1

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

“Supervision is a key aspect of ensuring that children’s safety is protected at all times” (page 168 NQF Guide)

Reflect and think about the point in relation to adequate supervision.

Practice change – Risk assessment templates now include a prompt about supervision practices. Existing risk assessments were reviewed to ensure risk mitigation measures included adequate supervision.

From the list below, select a point and explore how you could ensure adequate supervision of children and provide a safe environment when:

- completing activities like cleaning and paperwork
- there are visitors in the service
- children are going on excursion
- children are resting

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- implementing high risk activities eg cooking, woodwork, risky play, water activities
- children use the bathroom.

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

2.2.1

Supervision

Week 25 – 15.8.22
Monday to Friday



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	

Adequate supervision

Do you always supervise children including during rest, meals, transitions and higher risk activities eg water play, cooking, woodwork?					
Do you always adjust your level of supervision to reflect the ages, number of children, activity, location, experience level of team members etc?					
Can you always see and hear sleeping/resting children?					
Do you make sure children only leave the service with their parent, authorised nominee, to attend an authorised excursion or transport service, or during a medical or other emergency?					
Do you communicate your movements and relevant information about children with team members to ensure there's always adequate supervision (eg Danni's playing in the maze, I'm just going to the toilet)?					
Do you share supervision arrangements/plans with relief staff?					
Do you closely supervise all visitors, students and volunteers at all times children are present?					

Reasonable precautions

Do you always follow the Policies and Procedures which promote children's safety eg:					
• Sun Protection Policy which requires educators to follow recognised sun safe practices?					
• Water Safety Policy which requires educators to follow water safety practices?					
• Hazardous Substances Policy which requires educators to ensure children cannot access hazardous products like medications, detergents, cleaning products, garden chemicals, and electrical equipment?					
• Tobacco, Drug and Alcohol Policy which aims to ensure staff are never impaired by alcohol or legal/illegal drugs at work?					
• Physical Environment Policy which aims to ensure service has safe indoor and outdoor environments and work practices eg do you complete daily safety checks, effectively implement maintenance practices, consume hot food and drinks in staff only areas, remove or cordon off identified risks?					

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<ul style="list-style-type: none"> • Medical Conditions Policy which requires educators to follow management (action) plans, risk minimisation and communication plans for children with a specific health care need, allergy or medical condition? 					
<ul style="list-style-type: none"> • Excursion Policy which requires educators to complete appropriate risk assessments and adequately supervise children during excursions? 					
<ul style="list-style-type: none"> • Transport Policy which requires educators to complete appropriate risk assessments and adequately supervise children during transport 					
Do you regularly discuss safety issues with children, teach them how to safely use equipment and resources, and involve them in setting safety rules?					

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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:

- How do you balance the need to supervise children with their rights and needs for privacy and independence?
- Could you improve the way supervision plans and requirements are discussed with relief staff? How might this occur?
- Do you regularly talk to children about safety issues? Could you improve the way you do this? (eg see QIP/SAT improvement example)

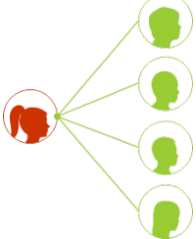
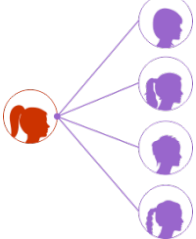
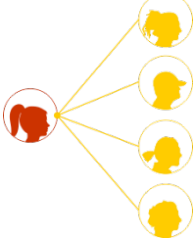
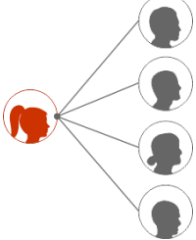
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
<p>a child</p>	<p>I want to climb on the tyre tower with all my friends. Miss Suzy says I can't 'cos it's dangerous. I think she's just being mean. (Xavier)</p>	<p>Miss Suzy spoke with the EL after Xavier's mum spoke to her with concerns about the tyre tower.</p> <p>The EL suggested they review the safety rules with the children in a two way communication style which encouraged them to consider the risks involved – rather than having the rules imposed on them.</p>
<p>an educator</p>	<p>All the children know the rules about climbing the tyre tower. It's one at a time. I get sick of reminding them. (Miss Suzy)</p>	<p>For example, Miss Suzy asked the children what might happen if lots of children were on the tyre tower at once. Lyla said it could get crowded, and Liliana said some children could accidentally get knocked off the tower. Miss Suzy asked Xavier what might happen if a child fell off. He said they could get hurt. She then asked how many children he thought should climb the tower at once. He said two max, if one is on the outside and one on the inside.</p>
<p>your families</p>	<p>I'm fairly confident the playground is safe and educators won't let Xavier do anything silly -but he keeps saying he's going to climb the tyre tower with all his friends. I think I need to speak with Miss Suzy.</p>	
<p>theorist and current research</p>	<p>“Outcome 4.2 Educators promote this learning, for example, when they plan learning environments with appropriate levels of challenge where children are encouraged to explore, experiment and take appropriate risks ...” EYLF/MTOP</p>	

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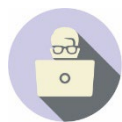


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- How do you balance the need to supervise children with their rights and needs for privacy and independence?
- Could you improve the way supervision plans and requirements are discussed with relief staff? How might this occur?
- Do you regularly talk to children about safety issues? Could you improve the way you do this?

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>		

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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 discuss the way educators' supervision procedures/arrangements ensure children are protected from harm and hazards. Include any supervision plans at the Service, and when supervision levels may need to increase.</i>	Embedded Practice <i>Please give an example showing how you're consistently attuned to each child's needs and ensure their safety at all times.</i>
<i>Please give an example of an activity or routine where you included learning to promote children's safety or health eg learning about using new equipment, sun/water safety, road/transport safety.</i>	Critical Reflection <i>Please discuss how you and your team consistently adjust supervision procedures/arrangements when required (see QIP/SAT Strength example).</i>
<i>Please give at least 5 examples of 'reasonable precautions' you take at the service. (Many of these will be work, health and safety type actions.)</i>	Engagement with families and community <i>Please discuss how your supervision arrangements and 'reasonable precautions' consider the service's unique environment and changes to that environment. (see QIP/SAT Strength example).</i>

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