



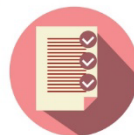
We can solve problems with practice with the help of the NQS



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

**6.2.2 Access and participation** – *Effective partnerships support children's access, inclusion and participation in the program.*

**Looking at the element in detail** - A service reviewed what the NQF Guide said about element 6.2.2 and understood educators must:

- know and understand each child's strengths, needs and circumstances eg family situation, home language, culture
- work with families to support children's access so there are no barriers to children's participation
- be aware of their own beliefs and values and how these could impact each child's access and participation.



### Solving Problems with the NQS

**Problem the element can solve** – reluctance to enrol children with additional needs.

**Aim:** Educators willing to support children with additional needs.

**What to do:** Go to NQS element 6.2.2

### Week 27, 29 August – 2 September 2022 – 6.2.2 Access and participation

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

Assessors may observe

- that educators have adjusted aspects of the environment, routines, transitions and staffing arrangements to facilitate the inclusion of all children (page 275 NQF Guide)

Reflect and think about the point in relation to supporting children with additional needs and their families.

**Practice change** – When the Nominated Supervisor and Educational Leader really got to know their educators, they found that some had family members with the same additional needs as the children. They started using these educators’ strengths to plan and implement the program in a way which best met the children’s additional needs.

**Problem to improve upon** – food options offered to vegetarian children are quite limited eg sandwiches or pasta.

**Aim:** Children have a variety of different vegetarian options.

**What to do:** Go to NQS element 6.2.2.

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

Assessors may discuss

- how the Service implements strategies to ensure environments are welcoming to children and families in the community (page 275 NQF Guide)

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

**Practice change** – Our cook worked with vegetarian families to learn about what they ate at home, and then introduced a variety of vegetarian meals eg lentil and rice dishes. They were so good all the children wanted to eat them!

From the list below, select a point and explore how you could improve each child’s participation with your everyday practice when:

- implementing routines and transitions
- planning activities or excursions
- speaking with prospective families
- sharing information with current families
- planning training/professional development

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- reflecting on the program or children’s strengths and needs with your team.

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	
Name Educator 5	

	ED1	ED2	ED3	ED4	ED5
Do you actively promote equity, inclusion, diversity and challenge stereotypes in your curriculum and interactions with children?					
Do you plan curriculum around each child's strengths, interests and learning styles?					
Do you learn about each child's family circumstances, culture, home language and use this to plan learning activities?					
Do your interactions with each child reflect their family circumstances, culture and home language where appropriate?					
Do you plan activities that promote diversity, gender equity and challenge stereotypes?					
Do you plan activities that promote respect for and learning of Indigenous histories and cultures?					
Do learning activities include the community and environment in which children live?					
Do you listen to each child's views and suggestions and action them where possible?					
Do you challenge your own biases and beliefs to ensure children are not limited by any artificial barriers you may construct?					
Do you discuss any concerns about a child's ability to participate with the Educational Leader/Room-Group Leader/Nominated Supervisor?					
Does each child's learning documentation demonstrate a sense of belonging at the service eg warm, trusting interactions with educators?					
Do you share relevant information about each child with team members, Educational Leader, Room-Group Leaders or Nominated Supervisor to ensure consistent practices and promote participation and inclusion?					
<b>Inclusive Practice – Additional Needs</b>					
Do you work with families, professionals, inclusion/support agencies to support each child's participation?					
Do you adjust activities, routines, transitions so all children can participate and learn eg remove/reduce physical, language, sensory, cultural barriers, implement support plans?					
Do you have high expectations for all children, including those with additional needs?					
Do you ask for professional development in additional need areas if relevant so you can provide better outcomes for children?					

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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:

- Do you expect children whose brains work differently (eg children with autism) to behave in neurotypical ways? Is this always necessary, and who does it benefit?
- How do you assess a child’s ‘sense of belonging’? Could you assess how much a child feels they belong in a different way for different children?
- How effective are the adjustments you make to activities, routines, spaces etc to ensure each child can fully participate? (related to improvement example)

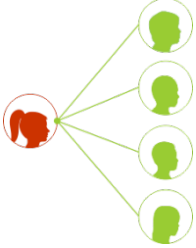
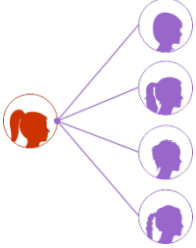
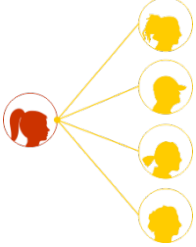
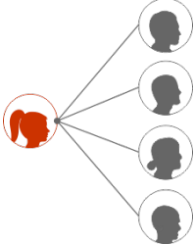
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
<p><b>a child</b></p>	<p><i>“When I was a smaller boy, I used to think I had two names: Anthony and YOU. My mother and father would say things like: Anthony, come here. Do YOU want to go outside? Anthony, put your shoes on. Go ahead, YOU do it. These nickname words – YOU, I, ME, WE, HE, SHE -they can still confuse me...Nickname words depend on the situation, and I’ve never liked things that depend on the situation.”*</i></p>	<p>Anthony’s educators spoke with his mum about his lack of attention and response at times. She explained that at home she and his father had learnt to use his name rather than pronouns like YOU, I, ME, WE, HE, SHE, because these were confusing for Anthony.</p> <p>Now we always use Anthony’s name when communicating with him – never YOU for example. It’s made a huge difference.</p>
<p><b>an educator</b></p>	<p>Never know if Anthony is listening or going to respond. Sometimes I think he’s doing it on purpose. Other times it’s like he’s not even there.</p>	
<p><b>your families</b></p>	<p>I know they’re not experts in dealing with autism, but I don’t think educators appreciate that each child on the spectrum has unique strengths and needs.</p>	
<p><b>theorist and current research</b></p>	<p>* Lisa Genova’s novel ‘Love Anthony’ includes the character of 8 year old Anthony who shares some remarkable thoughts and insights into what it’s like for him to live with autism.</p>	

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- Do you expect children whose brains work differently (eg children with autism) to behave in neurotypical ways? Is this always necessary, and who does it benefit?
- How do you assess a child’s ‘sense of belonging’? Could you assess how much a child feels they belong in a different way for different children?
- How effective are the adjustments you make to activities, routines, spaces etc to ensure each child can fully participate?

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 of the way you adapted the environment, activities, routines or transitions to facilitate the inclusion and participation of all children. Include details of any input from other professionals/ therapists.</i>	<b>Embedded Practice</b> <i>Please give an example of how you and your team consistently maintain ongoing collaborative community partnerships and link with community support agencies to enhance children's access, inclusion and participation in the program (eg see QIP/SAT Strength example).</i>
<i>Please give an example of the way you promote equity, inclusion, diversity and challenge stereotypes in your curriculum and interactions with children.</i>	<b>Critical Reflection</b> <i>Please discuss how the service approach to inclusion support aligns with the EYLF/MTOP and service policies and procedures.</i>
<i>Please give an example showing where you or your team have reflected and identified barriers to a child's participation and made appropriate changes.</i>	<b>Engagement with families and community</b> <i>Please discuss how community partnerships contribute to a culture of inclusiveness and sense of belonging at the service(eg see QIP/SAT Strength example)..</i>

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