



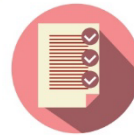
We can solve problems with practice with the help of the NQS



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

2.1.3 Healthy lifestyle - *Healthy eating and physical activity are promoted and appropriate for each child.*

Looking at the element in detail - A service reviewed what the NQF Guide said about element 2.1.3 and understood educators must:

- promote healthy lifestyles, including nutrition and physical fitness
- include risky play which challenges children and allows them to identify and manage risk.



Solving Problems with the NQS

Problem the element can solve – Some families often use unhealthy food options as bribes to get their children to comply. This was causing issues eg some children were coming into the centre with flavoured milk and lollipops as a bribe to get them into the

Week 34, 31 October - 4 November 2022 – 2.1.3 Healthy lifestyle

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centre, and some children were refusing to try new healthy foods cooked at the centre.

Aim: Educators can confidently manage these types of situations.

What to do: Go to NQS element 2.1.3

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

Assessors may observe

- *educators never using food to reward or punish children (page 159 NQF Guide).*

Reflect and think about the point in relation to managing unhealthy food 'bribes' by families.

Practice change – Telling families the centre had a ‘healthy food policy’ wasn’t helping, so the NS suggested telling families bringing in food items like flavoured milk and lollipops was unfair to the other children and they would be removed for this reason. She also suggested asking children refusing to eat new healthy foods if they would like to talk to the chef and tell them why they didn’t like it and what they needed to change.

Reflection/Evaluation – Both these strategies worked very well. Families understood the fairness issue, and children declined to confront the chef and tried the food which they generally enjoyed.

Problem to improve upon – Educators who aren’t really ‘into’ physical activity try and avoid implementing it and think this should be another team member’s job.

Aim: These educators understand they don’t have to be athletes to implement physical activities for children – which can be simple things like going on a nature walk, building a cubby house with boxes, or watering the garden.

What to do: Go to NQS element 2.1.3

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

Assessors may observe

- *educators becoming involved and demonstrating enjoyment in children’s physical activity (page 161 NQF Guide).*

Reflect and think about the point in relation to encouraging all educators to implement engaging physical activities.

Practice change – The EL implemented training in outdoor play eg using Raising Children Network (RCN) information and ideas for a diverse range of activities.

Reflection/Evaluation – Support from the EL increased educators’ confidence and helped them realise physical activity was not ‘organised sport’ and it did not require ‘sporting ability.’ They are now keen to implement many of the ideas from RCN and other sources.

From the list below, select a point and explore how you could improve the way you teach children about healthy lifestyles:

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- during meal or snack times
- on excursions/outings
- during planned or spontaneous activities
- when conversing or interacting with children or families
- when planning visits from community members.

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

Reflect on or evaluate the 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	

Children's Health and Wellbeing

Do you make sure children can independently access drinking water and offer it regularly during sessions, including at meal times?					
Do you make sure food provided considers each child's likes, dislikes, culture and religion?					
Do you offer food to children who are hungry outside meal or snack times?					
Do you never use food to reward or punish children?					
Do you always respect children's decision not to eat and never force them to eat?					
Do you provide families with information about their child's daily food intake, food preferences and new experiences?					
If families provide food, do you make sure it's healthy food consistent with advice from recognised authorities?					
Do you ensure all food and drinks offered to children are on the daily menu?					
Do you invite families to lead healthy/cultural cooking activities or dance/music/drama/sport activities with children?					

Healthy Eating and Curriculum

Do you engage children in cooking activities, including preparing meals/snacks, and discuss healthy food and good nutrition as part of the experience?					
Do you make sure children help plant, care for, harvest and cook produce from service gardens?					
Do you invite each child to help plan menus and meal/snack times?					
Do you have conversations with children about healthy food and good nutrition during meal and snack times?					
Do you model healthy eating at all times eg never eat unhealthy food in front of children?					
Do you regularly include learning about healthy food and lifestyles in the curriculum?					

Physical Activity and Curriculum

Do you regularly include learning about healthy bodies and active lifestyles in the curriculum?					
Do you regularly plan a variety of individual and group physical activities in consultation with children and families eg physical games, dancing, yoga, drama?					
Do you regularly encourage children to participate in physical activities that promote their gross and fine motor skills and spatial awareness including free active play?					
Do you encourage children to try new physical activities and support their efforts?					
Do you support physical activities initiated by or suggested by children?					

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Do you make sure there's a reasonable balance between planned and spontaneous physical activities?					
Do you teach children the skills they need to participate safely in physical activities and have fun eg throwing and kicking techniques?					
Do you involve children in identifying and managing risks in their play and activities?					
Do you involve children in planning and setting up physical activities?					
Do you involve children in physical routines like sweeping, cleaning windows, vacuuming, weeding, digging etc?					
Food Safety					
Do you always follow service procedures for safely storing and heating food and drink?					

Week 34, 31 October - 4 November 2022 – 2.1.3 Healthy lifestyle



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:

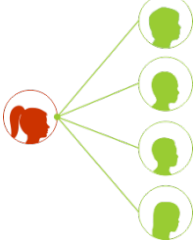
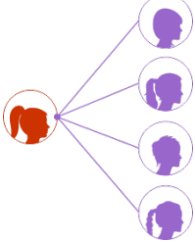
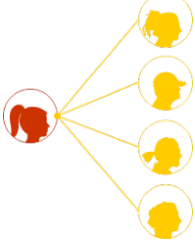
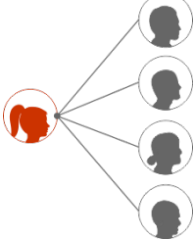
- Healthy eating includes eating when we’re hungry, and not eating when we’re full. How well do you support children with this aspect of healthy eating? How could you improve? (eg see QIP/SAT improvement example)
- Does your service have somewhere private and comfortable for breastfeeding mothers? If yes, how is this working? If not, is it something you’d like to see at the Service? Why or why not? (Note this is relevant for OSHC too – children may have younger siblings.)
- Are there opportunities to offer more of and/or different types of physical activities eg dance, drama, risky play, action songs, throwing and kicking balls, physical games, walking excursions, yoga etc? What might you change?

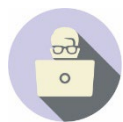
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
<p>a child</p>	Meal/snack time is so boring. It goes on forever – we have to wait until everyone’s finished.	<p>The EL and educators brainstormed ideas to support children’s eating patterns:</p> <ul style="list-style-type: none"> • Talk to children about how tummies feel when they’re hungry and full • Get children to visualise what an empty and full tummy looks like • Talk to older children about the hormones that send hunger (ghrelin) and full signals (leptin), and how quickly these work • Listen to children and try to accommodate their needs eg if they didn’t have breakfast at home maybe offer something more substantial before they go to school • Involve the children more in choosing the menu • Allow children to leave the table/area after a set period eg 10 minutes • Improve the quality of conversation and interactions between educators and children during meal and snack times eg discuss things which engage children – not just about the food they’re being offered or serving/eating it etc • Offer additional snack times <p>They decided to start with the first 3 points.</p>
<p>an educator</p>	It’s hard to tell if the children are full or they just want to leave so they can get back outside and play. Sometimes if they get hungry later (before the next meal/snack) I wonder if they didn’t eat enough earlier, or they just need refuelling after all the energy they’ve used.	
<p>your families</p>	My child is ravenous when they get home. What are they feeding them at the centre?	
<p>theorist and current research</p>	<p>Nutrition Australia</p> <ul style="list-style-type: none"> • Parents and carers are responsible for WHAT to feed and WHEN to feed. • Children are responsible for WHETHER they will eat and HOW MUCH. • Allow children to eat according to hunger and appetite. 	



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- Does your service have somewhere private and comfortable for breastfeeding mothers? If yes, how is this working? If not, is it something you’d like to see at the Service? Why or why not? (Note this is relevant for OSHC too – children may have younger siblings.)
- Are there opportunities to offer more of and/or different types of physical activities eg dance, drama, risky play, action songs, throwing and kicking balls, physical games, walking excursions, yoga etc? What might you change?

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 of physical activities you implement that encourage children to identify and manage risks.</i>	Embedded Practice <i>Please give an example which shows you or your team adjusting practice and responding appropriately to daily events that affect a child's health or activity needs (see QIP/SAT Strength).</i>
<i>Please give an example showing how you model and reinforce healthy eating for children, for example, during meal times.</i>	Critical Reflection <i>Please refer to recognised guidelines on healthy eating, physical activity, or play and explain how these guide your practice and are consistent with relevant policies.</i>
<i>Please give an example showing how you talk with children about the way their bodies work and why physical activity is important.</i>	Engagement with families and community <i>Please give an example of how all educators proactively promote healthy lifestyles for children with families and the community.</i>