

2.1.1

Wellbeing and comfort

Week 17 – 5.6.2023
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. This process uses the **summative assessment process** from the **new EYLF and MTOP**. Educators review your achievements and capabilities at specified or selected timepoints. Please make a judgement about the path you are on to understanding the element.

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	

Would a visitor see you consistently respond to children's cues or communication for assistance with personal needs and comfort?					
Would a visitor see you make sure the sleep or rest area is comfortable and inviting eg children are not crowded too closely together?					
Would a visitor see you support children's choice to participate in quiet, meaningful activities rather than rest or engage in other activities where appropriate?					
Would a visitor see you adapt your practices and interactions to meet the cultural and wellbeing needs of each child, including those relating to culture and family practices where these are consistent with the Law/Regs and your policies?					
Would a visitor see you discuss rest requirements with families, explaining your legal obligations to meet children's sleep and rest needs if necessary?					
Would a visitor see you always follow the safe sleep practices outlined in your service Sleep and Rest Policy - could you explain them to an assessor?					
If responsible for sleeping babies do you physically check them every 10 minutes and complete a sleep record?					
Would a visitor see you provide children with clean spare clothes when needed or access to these?					
Would a visitor see you respect and promote children's privacy during nappy changing, toileting, dressing/undressing etc?					
Would a visitor see you communicate and interact with children while changing their nappies, assisting with toilet training or toileting so the experience is relaxed and positive?					
Would a visitor see you encourage families to advise when their child's sleep, rest or personal care routines or needs change?					
Would a visitor see you provide families with daily information about their child's nappy change/toileting routines and sleep/rest patterns (birth to three)?					
Would a visitor see you involve older children in making rules and routines that ensure their comfort and wellbeing?					

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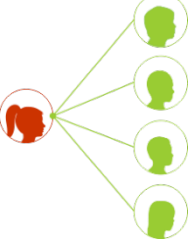
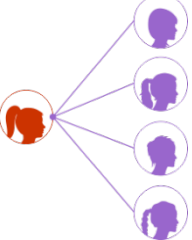
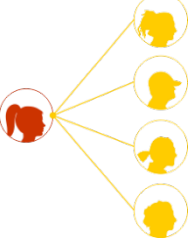
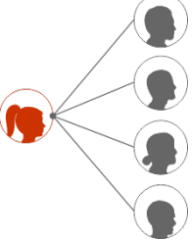
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Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation.



The EYLF and MTOP says. “Evaluation practices involve educators’ critical reflection on the effectiveness of their planning and implementation of curriculum for children’s learning as part of the planning cycle, both for and with children’. 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?
- 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>a child</p>	<p>Sometimes I feel like the adults don't understand how I want to be comforted. They might think I need less comfort than I actually do, or they might not notice when I'm feeling sad or upset. It would be nice if they tried to understand me better and respond to my needs in a way that makes me feel better.</p>	<p>The reflection on personal beliefs and values leads to a more child-centred approach.</p> <p>Actively listening to children and observing their cues helps educators understand their unique needs for comfort and empathy.</p>
 <p>an educator</p>	<p>I realise that my personal beliefs or values about comfort and empathy could inadvertently impact the child's wellbeing. I may need to reassess my approach and consider different strategies to better meet their needs for comfort and empathy. This reflection prompts me to adopt a more child-centred approach, listening attentively to their cues, and providing the level of comfort and empathy that they require.</p>	<p>Educators respond by validating feelings, providing support, and adapting their responses to individual children.</p> <p>Establishing strong relationships and open communication with parents ensures a comprehensive understanding of children's needs.</p>
 <p>your families</p>	<p>I understand the importance of educators being attuned to my child's individual needs for comfort and empathy. I appreciate when educators make efforts to understand and respond to my child's emotions and provide appropriate support.</p>	<p>Ongoing professional development keeps educators informed about best practices, contributing to their ability to support children's emotional well-being effectively.</p>
 <p>theorist and current research</p>	<p>It is evident that children's emotional well-being is crucial for their overall development. Theorists such as Vygotsky and Erikson emphasise the significance of supportive relationships and empathy in promoting children's emotional growth. Current research highlights the positive impact of responsive caregiving on children's social-emotional development.</p>	

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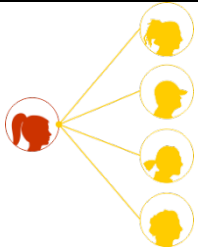
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