

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.



Week 18
10.6.2024

Section 2. Evaluation and Reflection (Room Leaders and Educators)

Conducted by the room leader along with their educators.



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	

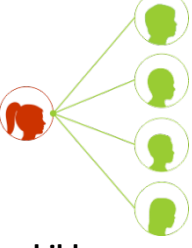
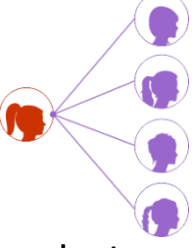
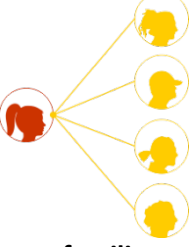
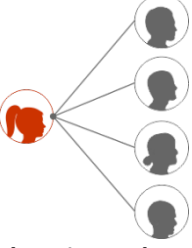
Would a visitor see you consistently respond to children’s cues or communication for assistance with personal needs and comfort?					
Would a visitor see you make sure the sleep or rest area is comfortable and inviting eg children are not crowded too closely together?					
Would a visitor see you support 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?					

Week 18, 10 to 14 June 2024 – 2.1.1 Wellbeing and comfort



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? Answer below.**
- 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?

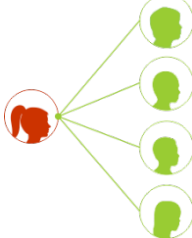
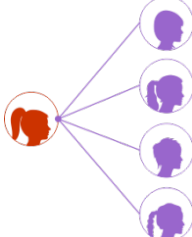
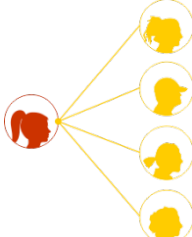
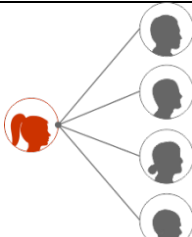
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>	<p>As a child, I might feel misunderstood or neglected if my unique needs for comfort are not recognised or respected. I might not feel safe to express myself or seek help, leading to anxiety, discomfort, and a lack of trust in the educator. This could affect my overall sense of security and my willingness to participate in activities.</p>	<p>I will seek feedback from children about their comfort and wellbeing through regular check-ins and observations. I will ensure my responses are empathetic creating an environment where children feel safe and understood.</p>
 <p>an educator</p>	<p>As an educator, my personal beliefs might unconsciously influence how I respond to children's needs. I may not fully appreciate the diverse comfort levels and needs of each child, potentially leading to a one-size-fits-all approach that does not serve every child effectively.</p>	<p>I will engage in regular self-reflection and professional development to recognise and mitigate the impact of my personal beliefs on my practice. I will adopt a more flexible approach, tailoring my interactions and routines to better meet the children's needs.</p>
 <p>your families</p>	<p>Families might feel frustrated or excluded if their cultural or personal preferences for their child's comfort are not considered. They may perceive the service as rigid or insensitive, leading to a breakdown in trust and communication. This can negatively impact the child's experience and the family's overall satisfaction with the service.</p>	<p>I will communicate more openly with families, seeking their input and incorporating their preferences into the care routines where possible. I will discuss their child's comfort and wellbeing needs, ensuring a collaborative approach that respects both family preferences and service policies.</p>
 <p>theorist and current research</p>	<p>According to current research and theorists like Bronfenbrenner, children's development is influenced by multiple layers of their environment, including caregiver practices. A lack of empathy and understanding can hinder their emotional and social development, affecting their ability to form secure attachments and develop resilience.</p>	<p>I will adopt a more child-centred approach, informed by research, that values empathy and responsiveness. This includes ongoing education about best practices in supporting children's wellbeing and comfort. I will integrate findings from current research into my daily practices, ensuring a holistic approach to each child's development.</p>

Week 18, 10 to 14 June 2024 – 2.1.1 Wellbeing and comfort



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>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		

Week 18, 10 to 14 June 2024 – 2.1.1 Wellbeing and comfort