

## **Module 3 – Reflection Activity: Quality Improvement Action Plan**

Thank you for participating in the LEAPS professional development program. We hope you have enjoyed Modules 1 and 2 so far.

Module 3 is the third and final learning module that you need to complete before receiving your certificate and gaining access to additional online material on the LEAPS Support Service.

During Module 1 and 2 we hope you gained the practical skills, knowledge and confidence to integrate Get Up & Grow (GUG) messages into daily activities at your setting, including ways to effectively support families/carers to implement these messages in their daily lives. Module 3 is about contextualising this learning and outlining how you intend to implement the GUG messages in your setting.

### **Step 1 – Download Module 3 templates**

Once you have downloaded the Module 3 templates please follow the steps below to complete Module 3.

### **Step 2 – Complete Table 1**

Reflect on the daily practices in your setting and how each of the 10 GUG healthy eating guidelines and the 5 GUG physical activity recommendations are being integrated and conveyed to parents and carers. Identify strengths and weaknesses of how this is occurring at your setting by completing Table 1. An example is provided for your reference. You may include a number of strengths and weaknesses for each guideline or recommendation.

*Module 3 is included as part of the LEAPS Project evaluation. Information that you include in this module will be collected by Queensland University of Technology (QUT) and will be re-identifiable by research staff. All results and responses will be treated confidentially and your contact details will be kept in a confidential file that is completely separate from any of the other information that you provide.*

*This program has been reviewed and approved by the QUT Ethics Committee. QUT is committed to researcher integrity and the ethical conduct of research projects. Should you wish to discuss the project with someone not directly involved, in particular in relation to matters concerning policies, information about the conduct of the project or your rights as a participant, or should you wish to make an independent complaint, you can contact:*

*The QUT Research Ethics Unit on [+61 7] 3138 5123 or email [ethicscontact@qut.edu.au](mailto:ethicscontact@qut.edu.au).*

**YOUR NAME:**

**DATE you completed the online training:**

**Table 1: Strengths and Weaknesses**

Get Up & Grow Healthy Eating Guidelines	Summary of Strengths	Summary of Weaknesses
<p>Guideline 1</p> <p><i>Exclusive breastfeeding is recommended, with positive support, for babies until around six months. Continued breastfeeding is recommended for at least 12 months – and longer if the mother and baby wish.</i></p>	<p>On enrolment, it is discussed with families that you are a breastfeeding friendly setting.</p> <p>Mothers are supported by the provision of a comfortable and private area for breastfeeding and encouraged to provide expressed breast milk for feeding.</p> <p>A mother coming to the setting to feed her baby is notified via a phone call that her baby requires feeding.</p>	<p>Lack of posters/ information encouraging breastfeeding.</p> <p>Some educators have limited knowledge regarding the importance of breastfeeding.</p> <p>Some educators have had trouble breastfeeding their own child and breastfeeding may be a sensitive topic for them.</p>
<p>Guideline 2</p> <p><i>If an infant is not breastfed, is partially breastfed, or if breastfeeding is discontinued, use an infant formula until 12 months of age.</i></p>	<p>On enrolment families are provided with a pack that contains information on breastfeeding and infant formula feeding which states that if breastfeeding is discontinued, infant formula should be given until 12 months of age.</p> <p>Families are provided with information on safe transportation, preparation and storage of infant formula.</p>	<p>Current policy states that parents are to provide pre-made/mixed formula rather than best practice of providing pre-measured water and formula for mixing together just before a feed.</p>
<p>Guideline 3</p> <p><i>Introduce solid foods at around six months.</i></p>	<p>NAQ Nutrition conducted a parent nutrition information session which covered the introduction of solids.</p> <p>Nutrition information is regularly provided in newsletters.</p> <p>Educators discuss with parents and decide collaboratively with families about a child's sign of readiness for solids.</p>	<p>Young educators lack confidence in talking to parents</p>
<p>Guideline 4</p> <p><i>Make sure that food offered to children is appropriate to the child's age and development, and includes a wide variety of nutritious foods consistent with the Australian Dietary Guidelines 2013.</i></p>	<p>NAQ Nutrition has completed a menu review of our current menu to ensure all food group requirements are met each day.</p> <p>Information about the importance of healthy eating is included in the newsletter.</p>	<p>Parents are not provided with recipes or healthy meal and snack ideas for at home.</p>
<p>Guideline 5</p>	<p>Each child has their own water bottle that they can</p>	<p>Young children are not encouraged to drink</p>

<i>Provide water in addition to age-appropriate milk drinks. Infants under the age of six months who are not exclusively breastfed can be offered cooled boiled water in addition to infant formula.</i>	access at any time throughout the day. There are also self serve bubblers that children can use.  Children are encourage to drink water at mealtimes	water outside of mealtimes.
<b>Guideline 6</b> <i>Plan mealtimes to be positive, relaxed and social.</i>	Educators talk with the children at mealtimes about the food they are eating in their lunchbox e.g. where it comes from, what it tastes like, etc.	Educators don't sit or eat with the children.
<b>Guideline 7</b> <i>Encourage children to try different food types and textures in a positive eating environment</i>	Our programming includes regular cooking experiences where children are encouraged to get involved, help prepare and taste new healthy foods.	Some children are quite fussy and/or have allergies which prevents them from trying new foods.
<b>Guideline 8</b> <i>Offer an appropriate amount of food, but allow children to decide themselves how much they will actually eat</i>	Serves provided are based on the serve sizes in the Australian Dietary Guidelines 2013. Children are able to have seconds if they are still hungry.	Some educators try to make children finish everything on their plate before they can play.
<b>Guideline 9</b> <i>Offer meals and snacks at regular and predictable intervals.</i>	Meal and snack times are consistent each day and children get used to the routine.	Some of the young children miss out on the social side of eating as they have their sleep at lunch time.
<b>Guideline 10</b> <i>Ensure that food is safely prepared for children to eat – from the preparation stages to consumption</i>	The cook has completed Food Safety training and follows safe food handling practices, in line with centre policies, when preparing food for the children	Some lunchboxes provided by parents appear dirty and are not transported with a cooler brick to keep the food safe.  Educators have not completed food safety training in the last 5 years.

<b>Get Up &amp; Grow Physical Activity Recommendations</b>	<b>Summary of Strengths</b>	<b>Summary of Weaknesses</b>
<b>Recommendation 1:</b> <i>For healthy development in infants (birth to 1 year), physical activity – particularly supervised floor-based play in safe environments – should be encouraged</i>	We provide regular, physical floor based play activities for all abilities –baby tummy time, reaching, pulling, moving their bodies/limbs, feeling grass, looking up into the sky at birds, etc.	On hot or wet days when the children can't use the outside area, physical activity is limited because we lack suitable equipment inside.

<i>from birth</i>		
<p>Recommendation 2:</p> <p><i>Toddlers (1 to 3 years) and pre-schoolers (3 to 5 years) should be physically active every day for at least three hours, spread throughout the day.</i></p>	<p>We Set up age-appropriate structured physical play, with a progression available to encourage and extend on children’s abilities.</p>	<p>Unstructured free play that encourages physical activity is limited.</p>
<p>Recommendation 3:</p> <p><i>Children younger than two years of age should not spend any time watching television or using other electronic media (DVDs, computer and other electronic games).</i></p>	<p>There are no tv’s or any other electronic media devices in the children’s rooms.</p>	<p>No information is provided to parents on this guideline or information on physical activities to do at home.</p>
<p>Recommendation 4:</p> <p><i>For children two to five years of age, sitting and watching television and the use of other electronic media (DVDs, computer and other electronic games) should be limited to less than one hour per day.</i></p>	<p>There are no tv’s or any other electronic media devices in the children’s rooms.</p>	<p>Only on rare occasions eg when the weather is bad it is possible to bring in a tv for the children to watch for half an hour or so.</p> <p>No information is provided to parents on this guideline or information on activity ideas to do at home.</p>
<p>Recommendation 5:</p> <p><i>Infants, toddlers and pre-schoolers should not be sedentary, restrained or kept inactive for more than one hour at a time – with the exception of sleeping</i></p>	<p>Young children are only restrained in highchairs at mealtimes, for a maximum of 1 hour.</p> <p>Productive sedentary play: reading, listening to stories, art and craft activities drawing and puzzles are encouraged.</p>	<p>No information is provided to parents on this guideline or information on productive sedentary play.</p>

**Step 3 – Complete Table 2a**

Using the information included in Table 1, identify and record one or more area(s) for improvement around the GUG Healthy Eating guidelines and complete Table 2a. Try and identify at least 3 areas of improvement.

**Table 2a: Quality Improvement Action Plan – Healthy Eating**

Healthy Eating Get Up & Grow Guideline(s) for improvement	Links to NQS and EYLF	What outcome or goal do you seek?	Priority (L/M/H)	How will this outcome be achieved? (Steps)	Success measure	By when?
Guideline 5	NQS: 2.1 2.1.1 2.1.3 2.2 2.2.1 5.1.1 5.1.3 6.1 6.2 6.2.2 6.3.1	To increase water consumption of all children	H	1. Provide water through a number of different methods eg bubblers, self-serve from jugs, cold water in drink bottles in fridge 2. Encourage children to drink water at mealtimes 3. Have water breaks outside of mealtimes and encourage children to help themselves throughout the day	Children of all ages drinking water during mealtimes and also outside of mealtimes throughout the day	1 month
Guideline 4	EYLF: Outcome 1 Outcome 2 Outcome 3 Outcome 4 Outcome 5	For parents to be providing lunchboxes containing a wide range of food from the 5 food groups	H	1. Provide information to parents on the Australian Dietary Guidelines 2013 and 5 food groups through a number of strategies. Including: e-newsletter articles, posters around the setting, handout/pamphlets in common areas, factsheets, face to face communication, guest speaker, etc 2. Have a food display with healthy lunchbox combinations	Children being provided with healthy lunchboxes containing a wide range of food from the 5 food groups	2 months

Guideline 6		For mealtimes to be positive relaxed and social	M	<ol style="list-style-type: none"> <li>1. Get the children involved in mealtime set up, laying table cloth, water jugs and cups, etc</li> <li>2. Encourage educators to sit with the children during mealtimes and eat their healthy lunches together</li> <li>3. Educators to encourage discussion about the food they are eating eg. where does food come from, how it is grown, what it tastes/smells/feels like, why it is good for us, etc.</li> </ol>	For children to enjoy a positive, relaxed and social mealtime	1 month
-------------	--	---	---	---	---	---------

**Step 4 – Complete Table 2b**

Using the information included in Table 1, identify and record one or more area(s) for improvement around the GUG Physical Activity recommendations and complete Table 2b. Try and identify at least 2 areas of improvement. One example is provided below.

**Table 2b: Quality Improvement Plan Action Plan – Physical Activity**

Physical Activity Get Up & Grow Recommendation(s) for improvement	Links to NQS and EYLF	What outcome or goal do you seek?	Priority (L/M/H)	How will this outcome be achieved? (Steps)	Success measure	By when?
Recommendation 1 Recommendation 2 Recommendation 3 Recommendation 4 Recommendation 5	NQS: 1.1.3 1.1. 2.2 2.2.2 2.3.1 2.3.2 3.1.1 3.1.3 3.2.1 3.2.2  EYLF: Outcome 1 Outcome 3 Outcome 4	During times when outdoor physical activity is unavailable, children are engaged in active indoor play	M	1. Provide educators with LEAPS Active Play Cards to give them some active indoor play ideas - such as: <i>city streets, bean bag balancing, active books and dancing ribbons.</i> 2. Supply rooms with play equipment suitable for indoors such as bean bags, ribbons, scarfs etc. 3. Encourage children to have input into new active play ideas and create games for themselves and their friends. 4. Ensure educators are able to make enough space in the rooms for children to move around feely and safely.	When outdoor physical activity is unavailable, children are safely engaged in both structured and unstructured active indoor play	2 months
Recommendation 1 Recommendation 2		Children of all ages meet the daily physical activity	H	1. Provide parents with information on the importance of meeting the physical activity	Children of all ages meeting their daily physical activity requirements	2 months

<p>Recommendation 3 Recommendation 4 Recommendation 5</p>		<p>requirements</p>		<p>recommendations and provide activity ideas to do at home. Use a number of strategies to disseminate this information including: e-newsletter articles, posters around the setting, handout/pamphlets in common areas, factsheets, face to face communication, etc.</p> <p>2. Talk to the parents about the activities that their child enjoys at the ECEC setting and encourage them to continue with them at home and on weekends.</p>		
---	--	---------------------	--	--	--	--



***Step 5 – Upload completed Quality Improvement Plan***

If you require any help completing Module 3 please contact the LEAPS team on 1300 763 452 or email [leaps@naqld.org](mailto:leaps@naqld.org)

This program has been reviewed and approved by the QUT Ethics Committee. QUT is committed to researcher integrity and the ethical conduct of research projects. Should you wish to discuss the project with someone not directly involved, in particular in relation to matters concerning policies, information about the conduct of the project or your rights as a participant, or should you wish to make an independent complaint, you can contact:

The QUT Research Ethics Unit on [+61 7] 3138 5123 or email [ethicscontact@qut.edu.au](mailto:ethicscontact@qut.edu.au).