Centre Support

NQF Newsletter
October 2012

Indigenous languages embedded into learning

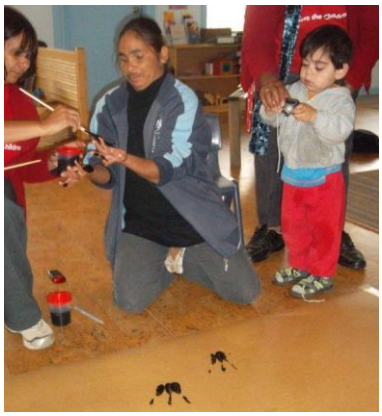
Hear from our Director, Matthew Stapleton

Aside from Centre Support, I also have a registered training organisation – the Australian Community Education College (ACEC). I work with ACEC students in Lightning Ridge, Brewarrina, Walgett and Wilcannia in far-north west NSW to deliver Certificate III training in Children's Services in a way that authentically links student learning to their local language, community and culture. The most important aspect of connecting is using the local languages in each community. The opportunity came about because the women of the community requested it a transformative approach. Early childhood education and care was a great choice because the community identified the need as the first step in building the community's skills. Connecting the students to the new NQS and NQF is of high importance and relevance to their new career potential.

Authentic learning in the community: the Emu Hunt Story

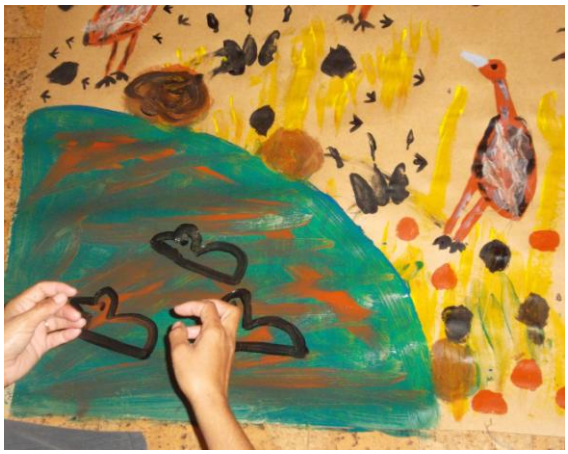
Participants were invited to connect the local stories and social practices of their community and environment. Importantly, the students ensured the local language in Wilcannia, Paakantyi, was embedded into their learning. The lesson led to the story of the 'Emu Hunt'. From here we painted a picture of the emu hunt. This story was deconstructed into sections of learning which included:

- ✓ Kalthi is the emu and parti is the egg. We can use the eggs for many different foods. Cakes, scrambled eggs, omelettes. We can use the meat, cook the emu in the hole.
- ✓ We can use the feathers to make a basket or a charm and dream catches.
- ✓ We can carve the eggs and sell the eggs.
- ✓ The meat is black and fatty. The fat can be used for cosmetics, ochre is mixed with the fat and helps pains.
- ✓ The Milky Way, when the emu appears in the stars in the Milky Way the emu is nesting.
- ✓ Female emus are bigger, but he male sits on the nest.
- ✓ Mischief – the female leaves the male with the eggs and has more mischief with other males. She can have many eggs with different males.
- ✓ Emus eats rocks to help with their digestions and attack everything that shines.
- ✓ Emus have short wings with a claw.
- ✓ Purli are stars and kwnali are ducks.
- ✓ Mischief - the female leaves the male with the eggs and has more mischief with other males.
- ✓ Further artwork was created to assist the learning which flowed into healthy eating.



The story of the Emu Hunt

Building from young William's knowledge of blowing emu eggs we decided to tell the story of the Emu Hunt. "Many of us brought in the emu eggs we have at home. Some are blown, some are carved some have been taken from the nest by a fox. The egg goes white when the sun bleaches it. Eggs can be used for many different foods, such as omelettes, cake, boil them and make scrambled eggs.



We rolled the paper out cut the paper. We worked as a team. We added the ducks to Wyochughta Lake out on Broken Hill Road. We can count the chicks, counting the eggs, tickling with feathers, twinkle-twinkle little star. We can identify colours, shapes and textures.

The final artwork

ACSF - theories of adult learning, including a recognition that core skills are best learned within a context that the adult learner perceives to be relevant and important (see Brookfield 1995, Burns 1995, Casey et al 2006, Knowles 1980, Mackeracher 1996, Rogers 1996).

October 2012 Update

ACECQA outlines rating review process

The Australian Children's Education and Care Quality Authority (ACECQA) recently outlined the assessment rating review process in more detail on their website. It is important that all services are aware of this process. Keep in mind that requesting a review cannot alter the regulator's perception of your service. Have the confidence to challenge their assessment and rating where necessary. Click the link below for more useful information.
http://acecqa.gov.au/news-and-media/article/?id=guidelines-available-to-help-providers-apply-for-ratings-reviews

Recycling tree

Jena Glover kindly emailed a photo of the amazing recycling tree at Stepping Stones Childcare Centre – Dubbo, NSW. Their service of excellence also featured in their local newspaper, for obvious reasons... Photo below! How does your service contribute to sustainable practices? Contact admin@centresupport.com.au to submit your ideas!

Check out our Diversity Calender for National Recycling Week 2012 dates

Centre Support

T I 1800 440 102 F I 1800 308 029 W I centresupport.com.au
M I PO Box 3378 BANGOR NSW 2234
Centre Support Pty Ltd (ABN 29 132 937 538)

Lodge supervisor forms and incident notifications online

ACECQA's National Quality Agenda IT System is now available for services and educators to lodge. ACECQA has provided more information in the NQA ITS FAQ sheet available below - http://acecqa.gov.au/storage/NQA%20ITS%20FAQs%202012-08-31%20Final.pdf

Resources for your educators

Our NQF Newsletters are designed to be shared with all educators. Send it to their personal email addresses each month to provide them with the latest updates and best practice ideas!

Connect with the Centre Support community

Have you liked Centre Support on Facebook? Our page provides daily updates. We share useful information and examples of best practice. Search 'Centre Support' on Facebook or click the link below –

facebook.com/centresupport

Support when you need it most

Contact Centre Support by calling 1800 440 102 or email admin@centresupport.com.au for more information about how we can help you. We have a range of products and services designed to take the stress out of the NQF.

Kind regards,

Samuel Evangelinos
National Operations and Communications Manager
Centre Support

Autism and the EYLF

Centre of Excellence

Sarah Ferguson and the Educators from Anglicare SA's Daphne St Autism Specific Early Learning and Care Centre in Prospect, SA have been with Centre Support since March 2012. Their service specialises educates and cares for children with autism with exceptional teaching practices. We're delighted to provide a new section with great info 4-5 times each year.

At Anglicare SA's Daphne St Autism Specific Early Learning and Care Centre, we have lots of fun every day with the children in our program. Every child in our centre has a diagnosis of an Autism Spectrum Disorder or is experiencing similar developmental delays. Like all children, ours are all very much unique individuals with different interests, abilities and personalities. But they are often faced with challenges in childcare settings that other children take in their stride. So what do we do to support these amazing little people to have a positive early learning experience and how can we support you to do the same?

We are funded by FaHCSIA and have a multi-disciplinary approach to supporting our children and their very special families. Our team consists of an Occupational Therapist, Speech Pathologist, Early Childhood Teacher, Social Worker and a team of Early Learning Practitioners (Educators), all of whom have extensive training, skills and experience in working with children with ASD and their families. We are licensed for 20 children each day aged between 2 and 6 years.

While we engage slightly differently with our children, we still have a great time exploring, experimenting, learning, developing, growing and building relationships with our friends and Practitioners. We would like to share with you some of our top tips for working with children with Autism Spectrum Disorders and their families within your centre.

1. Communication

Children with ASD are much better at learning with their eyes (through pictures and objects) than their ears (listening skills). If you are finding that a child in your centre "doesn't listen", "can't follow instructions" or "doesn't like to change from one activity to another", it could actually be that s/he doesn't understand your request or that s/he finds transitioning between activities challenging because of the anxiety created in not knowing what is expected of him/her or what is going to happen next.

TIP: If you are supporting your child to transition from inside to outside (or vice versa) take a photo of your outside play area and your inside area and when you are transitioning, show your child the picture and say "outside time". Allow another moment for the child to process the request and you might find that you have a willing participant. Make sure that you reinforce the child with praise "nice walking", "great listening", "Outside time is fun!" Work in partnership with your families and their Speech Pathologist to develop a vocabulary of key visuals for your child to use in all settings.
(Stay tuned. We will focus on communication in greater detail in a future article)

2. Play

Children with ASD love to have fun too! Sometimes play can look different for a child with Autism but each child will have special interests that they love to engage in and as Educators, it's our job to be investigators to find out what these may be. In our program, we have lots of special interests that might be an action; flicking, sifting, posting, spinning, humming, swinging, throwing sand in the air or an object; spades, trains, dinosaurs, leaves, straws, vacuum cleaners, bubbles, mud, buttons – they are as individual as our children.

At times, these interests can hinder learning due to the obsessive nature of Autism, but, it is possible to use an interest to create fun learning experiences.

TIP: Know your child. Observe, enquire, and speak with family members about what your child likes to do. Once you have discovered this special interest, turn it into a play and learning experience. Build on it and it will soon become a key to connecting your child to their world. If they like bubbles, use bubbles in your program in as many different ways as you can. Count bubbles, label colours in bubbles, talk about the shape of bubbles, explore how bubbles are formed, blow bubbles, catch bubbles, pop bubbles, engage others in your bubble play to create relationships with others, what do bubbles feel like on our skin, bubbles float – what else floats? What else can we build on with bubbles to have fun? How can we extend on our interest in bubbles to learn and explore?
(Stay tuned. We will focus on play and special interests in greater detail in a future article).

3. Sensory Sensitivities

Imagine, just for a moment, that you are in a rock concert. The bright, flashing lights, deafening music, crammed, sweaty bodies, smell of sweaty bodies and chaos flood your senses leaving you feeling overwhelmed, anxious, and stuck. Your head is pounding, your body is tense, your stomach has knotted, your ears are ringing, your eyes are pierced and your heart is racing. Then someone takes you by the arm and says something to you that you didn't quite understand and pulls you away but you have no idea where you are going. You want to tell the person that you don't want to go with them but the words just won't come out. The situation becomes unbearable and the only way that you can express yourself is to fall to the ground and bang your head, kick, scream, bite the person who has grabbed you, or as a last resort, simply bite yourself – anything to alleviate the anxiety. This is what life can be like every day for children with an Autism Spectrum Disorder.

TIP: Find out as much as you can from your child's family. Observe the child's behaviours. Are they putting their hands over their ears, are they hiding under tables, are they super energetic and hyperactive, are they withdrawn and unengaged, are they often biting/scratching – if so, your child is likely to be experiencing sensory sensitivities. Maybe your child could benefit from a tent in a quiet corner of the room so that they can have a space to filter out the vibrancy of a childcare room. Maybe your child would benefit from leaping, jumping and running outside for 10 minutes to regulate their bodies before coming inside for quiet time. There are as many tips to support sensory sensitivities as there are triggers – it's vital to know your child and what they need. Work in partnership with your family and their Occupational Therapist, you will go a long way to supporting your child to feel safe and valued within your program if you can address their sensory sensitivities.
(Stay tuned. We will focus on sensory sensitivities in greater detail in a future article).

Bailey is planting seeds in his garden

Brodie is making a mud bath for his dinosaurs

Mary is cracking eggs into her chicken casserole

Genevieve is helping Divyesh to develop his oral motor skills through blowing bubbles using a straw

Mary loves the feeling of bubbles on her skin and has fun watching them float away as she shakes her arms

Bubbles help us to form relationships with others

Thanks for sharing, Anglicare SA's Daphne St Autism Specific Early Learning and Care Centre!

Hear from educators

How educators use Centre Support

Monica King from Dromana Child Care in Dromana, Victoria has been with Centre Support since August 2010 -

"Hi Matthew,

This article on professional communication was so timely. I have just given a similar document to our staff after editing their mid-year reports to parents. I was horrified at the poor spelling, punctuation and grammar.

Having this article come out this week will really bring it home to educators that their written correspondence should be correct. (It's not just me being fussy!)

Other common errors relate to the use of apostrophes - or lack of, slinging sentences together with commas, inconsistent use of capital letters for book titles, song titles etc.

I stated in my document that professionally, I would never hand in an item that I had not proof read, noted spelling/grammar indicators and considered if what I wrote made sense. I suggested having all their written documentation for families be proof read by a colleague.

I really appreciate the material supplied by Centre Support."

Rhonda Hinchcliffe from Newstead Child Care Centre in Newstead, Tasmania has been with Centre Support since February 2012 -

"Hi Centre Support,

Our service has been travelling really well with the help of your weekly tasks and additional tasks.
I would like to thank you for ongoing support there has been an amazing improvement here at Newstead Child Care due to your program."

Rhonda's service uses Centre Support's NQF Resources and Subscription. More info available at - http://www.centresupport.com.au/www.centresupport.com.au/NQS.html

Educational Leader

What does it mean?

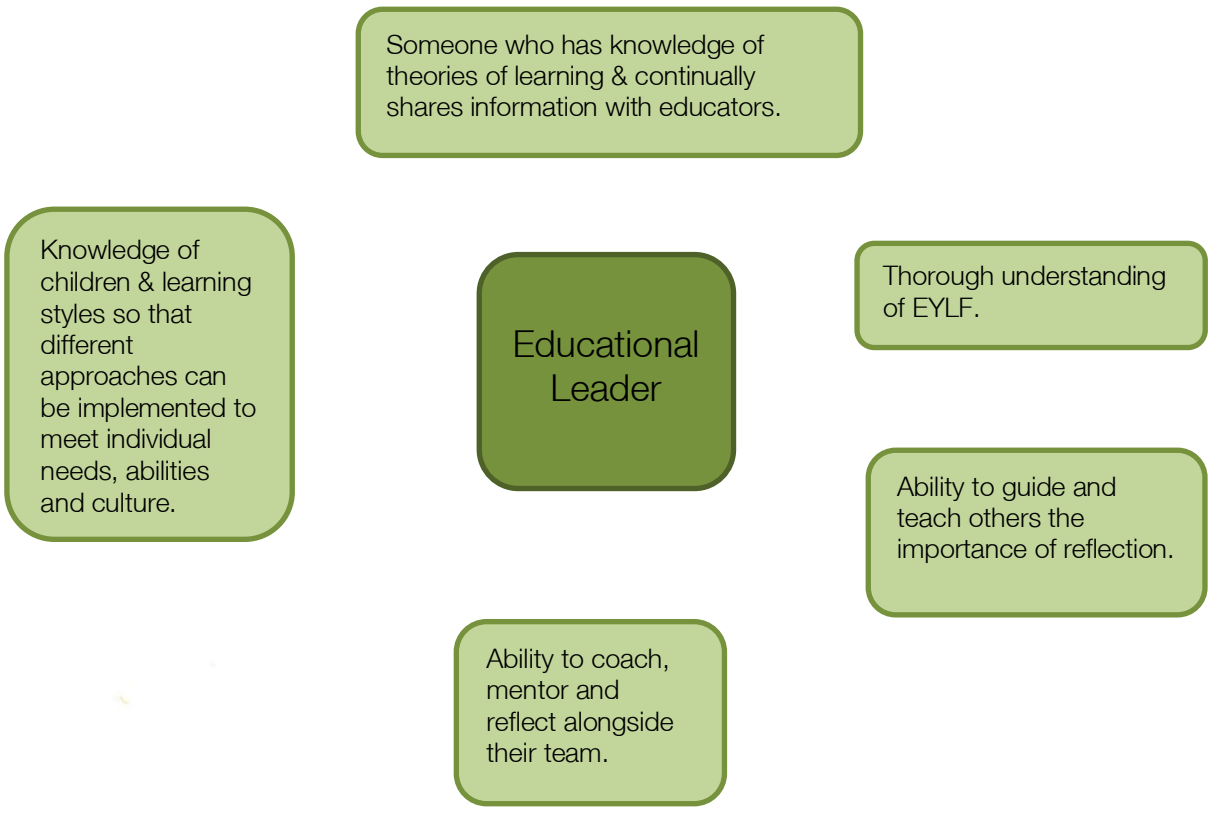
Under the regulations, the Approved Provider is required to appoint an Educational Leader to "*guide other educators in their planning and reflection and mentor colleagues in their implementation practices"* (ACECQA, 2011, p.85).

Why do we need an Educational Leader?

Recent research demonstrating the impact of educational leadership on outcomes for children and the link between having a designated leader in this area who has a clear vision in regards to pedagogy and curriculum to be able to:

- Lead the development and implementation of the educational curriculum
- Create a shared vision for children's learning
- Provide the best educational outcomes for children based on "Belonging, Being & Becoming"
- Develop understanding in fellow educators on how each of the EYLF principles and practices contribute to high quality learning experiences
- To motivate and mentor staff to effectively unite a team of educators to work towards a consistent approach to curriculum.

What does the role of the Educational Leader look like?



Centre Support

T I 1800 440 102 F I 1800 308 029 W I centresupport.com.au
M I PO Box 3378 BANGOR NSW 2234
Centre Support Pty Ltd (ABN 29 132 937 538)

Quick Tips

TIP 1 - Be bushfire prepared

- The weather is warming and BUSHFIRE SEASON is upon us. To receive live updates on any bushfire incidents affecting your local area, access this resource for all states/territories –

  http://firesnearme.com/

- There's also a mobile app available. Google 'Fires Near Me App'.

TIP 2 – Medical conditions policy

- If a child has a medical condition, their parents need a copy of your service's Medical Conditions Policy.
- National Regulation 91 below -
  The approved provider of an education and care service must ensure that a copy of the medical conditions policy document is provided to the parent of a child enrolled at an education and care service if the provider is aware that the child has a specific health care need, allergy or other relevant medical condition.

TIP 3 – Only submit one QIP

- Services only submit one Quality Improvement Plan.
- There are no page limits and bullet-points are fine in your progress notes.

Parental Leave

A reminder for employers

Recently we have been receiving a lot of calls from clients with regard to Parental Leave issues and so it seems appropriate to provide a brief recap of employer and employee responsibilities and entitlements.

Who is eligible for parental leave?

All employees, if they have completed at least 12 months of continuous service with their employer, are entitled to parental leave. This includes casuals.

What is the entitlement to parental leave and can it be extended?

A qualifying employee may take up to 12 months of unpaid parental leave. An employee taking 12 months parental leave may request an extension of up to a further 12 months leave. A request to extend leave must be in writing and given to the employer at least four weeks before the end of the employee's initial parental leave period. The employer has 21 days to respond stating whether they grant or refuse the request. They may only refuse the request if there are reasonable business grounds to do so, and must detail their reasons in the written response.

Reasonable business grounds may include issues such as:

- the effect on the service (e.g. the impact on finances, efficiency, productivity, customer service),
- the inability to manage the workload among existing staff,
- the inability to recruit a replacement employee for the period requested.

Rules about taking unpaid parental leave

Leave must be taken in a single continuous period (paid leave, such as annual leave or paid parental leave can be taken at the same time but is part of the parental leave period and not in addition to it). Leave starts at the birth or placement of the child or, in the case of a pregnant employee, up to six weeks before the expected date of birth.

Can a pregnant employee be required to take parental leave within the last six weeks before the birth?

Yes, a pregnant employee can only work during the six weeks before the birth of their child if they produce a medical certificate stating that they are fit to continue to carry out their duties. The employer may require the employee to start their parental leave within this 6 week period if the employee fails to provide the requested medical certificate.

What are the notice and evidence requirements for taking parental leave?

An employee is not entitled to take unpaid parental leave unless they:

- inform their employer of their intention to take unpaid parental leave by giving at least 10 weeks' notice (unless it is not possible to do so)
- specify the intended start and end dates of the leave
- at least four weeks before the intended start date
    - confirm the intended start and end dates or
    - advise the employer of any changes to the intended start and end dates (unless it is not possible).

Unpaid special maternity leave

An eligible pregnant employee can take unpaid special maternity leave if the employee is not fit for work because of:

- a pregnancy-related illness (NOTE: In most cases a pregnancy related illness is unpaid and prevents an employee claiming paid or unpaid personal leave) or
- the pregnancy ends, not in the birth of a living child, within 28 weeks of the expected date of birth.

Centre Support

T I 1800 440 102 F I 1800 308 029 W I centresupport.com.au

M I PO Box 3378 BANGOR NSW 2234

Centre Support Pty Ltd (ABN 29 132 937 538)

Transfer to a safe job or 'paid no safe job leave'

An eligible pregnant employee has, in certain circumstances, an entitlement to be transferred to an 'appropriate safe job'. An appropriate safe job must reduce the risk of exposure to a medically identifiable risk. In the case of a transfer to an appropriate safe job the employee must not suffer a loss in pay or conditions of employment. This entitlement only applies if the employee:

- is entitled to unpaid parental leave
- has complied with the notice and evidence requirements for accessing unpaid parental leave
- has provided evidence (e.g. a medical certificate) that would satisfy a reasonable person that they are fit for work, but that it is inadvisable for them to continue in their present position during a period because of:
- personal illness or risks arising out of the pregnancy or
- hazards connected with that position.

If there is no appropriate safe job available, the employee is entitled to take paid 'no safe job leave' for the risk period, and be paid at their base rate of pay for ordinary hours of work in the risk period. Important distinction: No safe job leave or as one client put it, paid to stay at home leave, is not payable to an employee who has a certificate that says they cannot work. That would be unpaid special maternity leave. No safe job leave is only accessible if the employee has a certificate stating that they are fit to work but it is advisable not to in their current position and that there is no safe job for the employee to transfer to.

Return to work guarantee

An employee is guaranteed a return to work immediately following a period of unpaid parental leave, entitling them to:

- their pre-parental leave position or
- if that position no longer exists, available positions for which they are qualified and suited, which is nearest in status and pay to their pre-parental leave position.

NOTE: the employer is required to keep the existing position open for the employees return. Often employees ask to come back part time on a permanent basis. That represents a significant departure from the position you are required to maintain. Part time return to work should notionally only be for a few weeks before the employee resumes the original position.

What about paid parental leave?

Paid parental leave is a federal government scheme managed by the Family Assistance Office. The scheme provides Government-funded Parental Leave Pay at the National Minimum Wage for a maximum period of 18 weeks to employees who meet the eligibility criteria.

For any further information or for Workplace Relations and Human Resource management support, call DJMIR or (02) 6236 8966 or visit our web site at www.djmir.com.au.

Kind regards,

David Morphett
DJMIR

DJMIR

Employment Relations Specialists Servicing
Australian Childcare Providers
HOT LINE: 02 6236 8966

EYLF Excellence

Language and literacy

Jillian Hill and Veronica Jackson at Beacon Street Children's Centre in Vermont South, Victoria have been with Centre Support since July 2010. Their service is excelling with the EYLF using our resources!

"All year we have handed out a 'Theorist' at each Staff meeting with some additional information about theorist to provide the staff with more information. We then discuss the Theorist handed out at previous staff meeting, encouraging ALL staff to comment, and sharing how we could/would use these theories or why we wouldn't use them. This has provided some educators with more of a reason to share, as they have had a month to read and reflect on their own practices and therefore they are a little more confident to share.

With the Professional Development we have handed those out each week, but do not give out the answers thus encouraging the Educators to LOOK in the regulations prior to Staff Meeting. We discuss the grammar issues raised and then I ask specific Educators each meeting to tell us the regulation referred to in the work sheet. The together we get the regulations and double check that we all know what is said and where to find it. I then distribute the answer sheet to ensure we have researched and answered correctly.

As a Coordinator I feel that both the work sheets are really helpful. As we can see within the industry we have more and more Educators who have English as their second language, so these sheets are so informative, both for those whose second language is English, but it is also a great reminder to all the others.

Thank you to you and your team for all the hard work that you put into Centre Support. We really do appreciate it.

Beacon Street Children's Centre short story entry into the Vermont South Library Competition. We had to write a story/poem in relation the picture below. The children could write about any part of the picture they wished. The KangaBilby children chose to write a story about the "Dragon" in the sky and the girl on his back. This is the story the children have written.

Texta's Adventure

"Once upon a time there was a Dragon who lived in a Fantasy Land called Normal World.

The Dragons name is Texta, he was a very happy and friendly Dragon.

One day Texta was so thirsty, he decided to go the river. He drank all the water up until it was all gone. Texta decided to go and find someone to help him fill the river back up. He finds a girl sitting in a garden with lots of flowers and butterflies.

Texta said: "Please can you help me fill the River back up?" The girl replied: "yes I can, but what's your name?

"Texta the Dragon, what's your name?" "Princess Fiona. I think we need to get some clouds to get the rain and thunderstorm to fill the river up quicker.

Texta and Princess Fiona fly up to the clouds and bang them together so it will rain on the River.

After it stopped raining and the River was full. Texta and Princess Fiona became Best Friends Forever. The End!!"

EYLF Excellence

Physical activity

More wonderful EYLF ideas from the experienced team at Beacon Street Children's Centre in Vermont South, Victoria!

“At 9:30am on this sunny Saturday morning at the patch of grass behind the oval in Vermont South, families who attend Beacon Street Children’s Centre gathered together and were greeted with the Welcoming Speech by the owner Veronica Jackson, who officially opened the Mini Olympics 2012.

The day was a great success, with many families and friends attending the event to cheer on their child/ren and their Possum and KangaBilby friends. There were many races/games for the Possums and KangaBilby’s to participate in, including: running races, running, hopping, jumping, skipping, 3 legged race, egg and spoon race, tunnel ball, bean bag tossing and hula hoop

The Possums and KangaBilby’s had a wonderful time participating in all the events. All their hard work and training over the last month had really paid off. They were very happy to show their skill to their families and friends and their dedication on the day was fabulous. All of them gave 110% while competing in the events, despite the slippery and muddy conditions!

It was wonderful to see that also other family members participated in different races throughout the day, with many parents competitive side coming out, while their children cheered them on!

The children even received a round of applause for their beautiful singing of the Australian National Anthem. They did a wonderful job of remembering all the words of the first versus and singing it loudly and proudly!

The event ended with the closing speeches and medal ceremony. Each child received their very own gold medal and all other attendees received their own participation medal. The Possums and KangaBilby’s all came up individually to receive their gold medal and were very proud to show it to their family and friends.

Overall the event was a great success with the Possums, KangaBilby’s, families and educators all enjoying themselves and creating a greater sense of community.

We are very proud of the Possums and KangaBilby’s efforts and dedication; they did a wonderful job of participating in the event. We are delighted to see that they all went home as Gold Medal winners!

EYLF Learning Outcome 2 – Children are connected with and contribute to their world

2.1 Children develop a sense of belonging to groups and communities and an understanding of their reciprocal rights and responsibilities necessary for active community participation

2.2 Children respond to diversity with respect

Great photos on the next page!

Thanks for sharing, Beacon Street Child Care Centre!

Centre Support

T I 1800 440 102 F I 1800 308 029 W I centresupport.com.au

M I PO Box 3378 BANGOR NSW 2234

Centre Support Pty Ltd (ABN 29 132 937 538)

WHS Theme for October

Buildings and gates

NQS 2.1, 2.3, 3.1, 3.2 EYLF LO2 and 4 *Regs* 103-105

Our service is committed to provide a physical environment that is safe, appealing, constructive, well-maintained and welcoming to all individuals who use it.

EXTERIOR and GATES – Please circle yes (we achieve this) or no (we will improve in this area).

Y	N	Check for cracks, leaning or subsidence in external walls.
Y	N	Trim overhanging tree branches if necessary (in accordance with landscape maintenance guidelines).
Y	N	Check that paving and concrete paths drain away from the structure.
Y	N	Clear gutters (especially in autumn after leaf fall).
Y	N	Check that garden watering systems do not spray onto walls.
Y	N	Check for fire hazards, e.g. rubbish, undergrowth, combustible materials.
Y	N	Check doors and windows are secure and water is not getting into the building.
Y	N	Gates shut automatically, in good condition and can't be propped open.
Y	N	Parents are reminded not to hold gates open whilst talking to other parents.

UNDER THE FLOOR – Please circle yes (we achieve this) or no (we will improve in this area).

Y	N	Check for termite infestations (mud tunnels up stumps or footings).
Y	N	Check that sub-floor ventilation has not been blocked.
Y	N	Check that ground levels (including paving and garden beds) adjacent to walls have not been built higher than vents or damp proof courses.

IDENTIFIED AREAS FOR IMPROVEMENT

ACTION REQUIRED	PROGRESS NOTES	SIGNED OFF BY / DATE

Diversity Calender

November is full of wonderful social and cultural events.
It is a great opportunity to help children learn about some of the cultural events that will be marked by many Australians who contribute to the richness and diversity of our community.

November 2012

Date	Event
11	Remembrance Day
12-18	National Recycling Week
13	Diwali (Deepavali) Festival of Lights. (Hindu and Sikh Tradition. This festival celebrates knowledge over ignorance. The festival is very colourful, with fireworks and sweets involved, and is a great favourite of children.)
15	Steve Irwin Day
30	Asalha Puja (Dhamma) Day (Buddhist Tradition. Celebrates Buddha's first sermon after his Enlightenment.)

Centre Support

T I 1800 440 102 F I 1800 308 029 W I centresupport.com.au
M I PO Box 3378 BANGOR NSW 2234
Centre Support Pty Ltd (ABN 29 132 937 538)

NQF Resources

Our most comprehensive pack

More than **17,000 educators use Centre Support's NQF Resources and Subscription** each and every week to self-reflect on their practices and drive continuous improvement within their service. We consistently see how educators gain a **greater understanding of the Quality Improvement Plan**, Early Years Learning Framework Learning Outcomes, specific NQS Elements and the National Regulations. The positive improvement in practice and skills shown by educators using our Resources demonstrates the **highly successful nature of our support.**

How would a continuous improvement system that builds your QIP help you and your team?

Why?

- ✓ **Build your QIP** with the Weekly Emails that are designed to walk your whole team through the NQF, step-by, step.
- ✓ **Easy for all educators** to implement and be involved in the NQF!
- ✓ Proven **results**
- ✓ **Clearly referenced resources** with the elements of NQS, EYLF and Regs they comply with

Cost

- ✓ $1500
- ✓ Or 12 monthly payments of $125
- ✓ Group services, and owners of multiple services, please contact us for a quote

It's all covered

- ✓ The table on the following page maps out exactly what is covered.

"With the help of Centre Support's weekly tasks, my assistants knew all the answers. Centre Support's system is the foundation of learning for my educators."

Sarah Ruttley
Nominated Supervisor
First Steps ELC

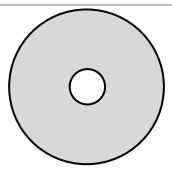
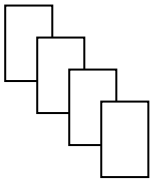
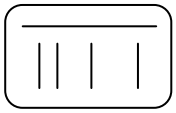
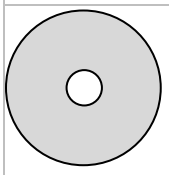
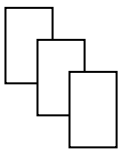
"Just had to share our assessment rating with you all - EXCEEDING. In all areas of the NQS Assessment and Rating Report. We are a little excited about this, and will be celebrating."

Judi Moyle
Nominated Supervisor
Little Angels at Forest Hill

Centre Support

T I 1800 440 102 F I 1800 308 029 W I centresupport.com.au
M I PO Box 3378 BANGOR NSW 2234
Centre Support Pty Ltd (ABN 29 132 937 538)

It's all covered!

	**NQF Resource Disc** 1558 resources broken-down into the 58 NQS Elements.	✓ Educator resources to keep your whole team on track ✓ Resources to use in staff meetings and training presentations ✓ Posters and parent info
	**Weekly Emails x 48** Reflective tasks based on the 58 NQS Elements so you can cover the whole NQS step by step, week by week. Includes online 'how to' training video.	✓ Share the tasks so each educator understands the NQF ✓ Covers different NQS Elements each week ✓ A system to give you back your life
	**QIP Templates** Build the QIP using your Weekly Emails so it is an authentic reflection of your continuous improvement.	✓ The Weekly Emails are a system of continuous improvement ✓ No need to reinvent the wheel ✓ Build your QIP slowly without the mad rush
	**NQF Policies and NQF Checklists** 47 policies that exceed the requirements of Reg 168.	✓ Clearly referenced Regs, NQS Elements and EYLF Learning Outcomes ✓ Policies tailored for each state/territory ✓ Provided in a Word Document so it is very easy to tailor to your service
	**EYLF Pack** Includes online 'how to' training video each week.	✓ Educator resources to reflect and evaluate on practices and principles of EYLF ✓ Child packs to document and observe EYLF Learning Outcomes ✓ Nominated Supervisor checklists and evaluations to keep your team on track ✓ Colourful printed posters and a guidebook for your whole team
	Support Email or phone support when you need it most.	✓ Email admin@centresupport.com.au at any time for help ✓ Or call 1800 440 102 to speak directly to our team ✓ We're available from 9.30am - 5.30pm (AEST) Monday to Friday

"It gives us a sense of security and enables us to spend some time with our families... the other part of our lives, outside of early childhood education!"

Jenny Peake
Nominated Supervisor
Sturt CCC, Dover Heights

Centre Support

T I 1800 440 102 F I 1800 308 029 W I centresupport.com.au
M I PO Box 3378 BANGOR NSW 2234
Centre Support Pty Ltd (ABN 29 132 937 538)