

Dear Room Leaders,

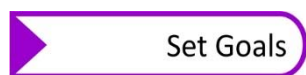
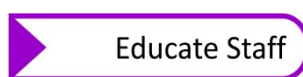
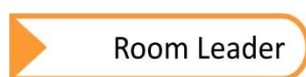
Welcome to 2017 and Centre Support's new weekly learning activities. We've made many changes to the activities based on extensive customer surveys. First, we are focusing on improving your leadership and management skills to ensure your team are effective at doing their job and sharing the workload. Second, we are going to show you how to coach your educators to be their very best, which in turn will make life easier for you. Third, we'll show you how to manage educators who don't have the right attitude for early childhood out of your service. Fourth, we are going to focus intensely on the behaviour management skills of all educators so everybody has a pleasant time at your service. As usual we'll link every aspect to the Regulations, NQS Elements and EYLF/MTOP to ensure you have that extra confidence when it comes to assessment and rating. I'm looking forward to working with you.

## New symbols

We've developed some new colour coded symbols to help you work through the activities. Using four colours we'll show you who or what the information and activities are about:

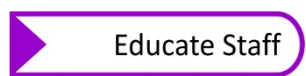
1. Employees - **YELLOW**
2. Other people eg families, children, visitors etc - **BLUE**
3. Processes eg evaluate, extend learning, reflect, set goals etc - **PURPLE**
4. Documents including the Regulations, NQS, job descriptions - **GREEN**.

Some examples:

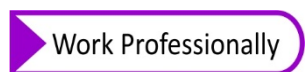


This year we have created a space for you to set your own room goals with your team. **YOU MUST COMPLETE** this with your team as it will give them a sense of contributing to their room, and with this comes accountability and action. We have provided a Room Leader's Goal Setting Template that can guide you. The goals are examples and not an exhaustive list. We suggest you develop goals based on the issues or problems you're having in your room/service.

**Please note: Only set two goals so educators are motivated to achieve them during the week.**



We'll have tips and simple processes to increase educators' skill levels, including examples of behaviour guidance strategies, and relationship building with families and children.



One of the biggest complaints I hear from services is that staff don't know what to do in certain situations. This year we have developed case studies to ensure everybody knows their role, and more importantly other people's roles in these situations. No-one will be able to say "I didn't know I had to do that" after reflecting on these great case studies. All examples will be based on the Law, Regulations, NQS, code of conduct and job descriptions.

You'll notice there's also a page for each day of the week. Now it will be easy to stay on track. You'll know exactly what to think about every day.

Okay let's get going!

As mentioned earlier, I often hear people say ‘they’ don’t know what ‘they’ are doing and ‘they’ have no common sense. However, what I usually see is a lack of experienced educators teaching less experienced educators. So I’d like to work with you on the process of coaching.

### What is coaching?

Coaching can be used to develop people's skills, improve their performance, explore goals and correct inappropriate conduct. It typically takes place as a conversation between two people and focuses on an agreed goal. The coach then helps the other person to learn new things themselves rather than having new ways imposed on them. This approach is more likely to provide a lasting result.

### How do I coach someone?

The GROW model - think about

1. **GOAL** - what you want to achieve
2. **REALITY** - what’s happening now
3. **OPTIONS** - what you could do -
4. **WAY FORWARD** - what you’ll do

### Practical Example

Mandy’s been a trainee for 6 months. She’s a hard worker, studying well and is forming great relationships with the children and team members. Her portfolios and programming are coming along nicely – but some families have said they’re not happy with her communication.

#### 1. GOAL

Mandy and her Room Leader Tracy discuss the family feedback. They agree Mandy needs to become more confident communicating with families and set a timeframe of 4 weeks.

#### 2. REALITY

Tracy and Mandy discuss:

- how Mandy feels when a parent approaches her
- what Mandy thinks her role is in building strong partnerships with families
- her understanding of service policies and procedures on communication

#### 3. OPTIONS

Tracy and Mandy brainstorm ideas and develop a plan involving:

- training in relevant policies and procedures
- Mandy to stand with Tracy while Tracy models appropriate communication with families
- Tracy to support Mandy while Mandy speaks with families and then provide constructive feedback

#### 4. WAY FORWARD

**Nominated Supervisor** speaks to parents after 4 weeks. They acknowledge a marked improvement in Mandy’s confidence, saying she now talks with them about their child’s learning. Nominated Supervisor implements a regular parent feedback tool to monitor all educators’ communication.

**Mandy** now has aspirations to be a Room Leader one day and continues to grow in confidence.

**Tracy** has added communication with families to all weekly meeting agendas to maintain the focus on communication.

Please give this new method and mindset a go and let me know what you think.

Kind Regards

**Matthew Stapleton**

Director of Centre Support and Australian Community Education College

## Set Goals

NQS

4.2.2, 7.2.3

With your team set two goals for the week based on the issues or problems you're having in your room. Use the Room Leader's Goal Setting template to guide you if you need help and use the **GROW coaching process**.

## Review Procedures

NQS

5.1.1, 5.1.3, 6.2.1, 4.2.1

*If we don't teach then review, how will we ever know if our educators know?*

*These are the must know procedures. You are to coach your team and then assess/test them.*

*Remember: what you don't inspect, don't expect.*

**Step 1** Allow educators time to practice

**Step 2** Go through the steps with them

**Step 3** Let educators practice

**Step 4** Implement and assess the educator in a real-life situation

**Step 5** Coach the educator for improvements if required

**Step 6** Complete the educators term 1 training plan

## When a parent walks into the room in the morning educators must:

1. Make eye contact and say "Hi \_\_\_\_\_ (parent's name)" and then "Hi" \_\_\_\_\_ child's name by physically getting down and looking in the child's eyes, then giving the child a big hug and welcome.
2. Start an informal conversation and ask things like:
  - (a) how the parent and child are
  - (b) whether the child slept well
  - (c) anything we need to know about eg medication that needs to be administered
  - (d) who'll be collecting the child in the afternoon
  - (e) what they've been doing during the week to get curriculum ideas

Use 'keep them safe and look after them words' like those in the following script.

## Script

**Educator:** "How are you Nadine and Jackson? It's good to see you today."

**Nadine (parent):** "Hi Rachel - say hi Jackson."

**Educator:** "Did Jackson have a good sleep?"

**Nadine:** "Yes, he slept all the way through."

**Educator:** "That's great Jackson. You will have lots of energy to have fun with your friends and learn lots of exciting things. Now Nadine, (use the parents name as many times as you can) is there anything we need to know like giving Jackson medication?"

**Nadine:** "No, all good."

**Educator:** "What exciting things have you been doing on the weekend or over the week?"

**Nadine:** "Nan is visiting us from Townsville."

**Educator:** "Wow Townsville is a long way away."

**Educator:** "Who will be picking up Jackson today?"

**Nadine:** "Daddy will."

**Educator:** (look at Jackson and say) "That's great Daddy will pick you up today. I will look after you and keep you safe until Daddy comes and picks you up. Give mum a big hug and say goodbye and we'll put your bag in the locker and go and play."

**Nadine:** "Thanks Rachel. Have a good day Jackson. I love you."

**Note:** I will look after you and keep you safe until Daddy comes and picks you up. These words come from Dr Robyn Dolby's research, and it works very well.

Week 1 30 January to 3 February 2017

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## Monitor Goals

NQS

4.2.2, 7.2.3

Short, sharp, daily meetings work best to ensure everyone achieves your room goals. Best practice for room leaders is to ask questions at the meeting from the GROW method of coaching to ensure educators stay on track to meet your goals. **GOAL** - what you want to achieve? **REALITY** - what's happening now? **OPTIONS** - what you could do? **WAY FORWARD** - what you'll do? Write progress notes.

## Educate Staff

NQS

5.1.2, 5.2.2, 5.2.3

### **Children who don't listen**

*Step 1 See the child doing something inappropriate*

*Step 2 Calmly walk over to the child and get down to their eye level*

*Step 3 In a caring voice redirect the child to a more appropriate activity*

*Step 4 Tell the child how much you care for them and how you're there to look after them and all the furniture, toys and other children in the room.*

**Example "Jackson stop jumping on the lounge," yelled Emma. Of course Jackson didn't listen and proceeded to jump on the lounge.**

*Walk calmly over to Jackson, get down to his level and say "Jackson, I need you to stop jumping on the lounge. I can't let you jump on the lounge because the lounge is for sitting. I'd feel very upset if you broke the lounge. Lounges are great places to read books. Go and pick your favourite book from the bookshelf, bring it back and then sit on the lounge and look at it. I'll be over there helping Ava. When you find your favourite page let me know and I'll come back over." When Jackson sits with the book you notice and say positive words like "great sitting on the lounge with your book Jackson."*

Please sign when you have read this example.

\_\_\_\_\_

## Reflect

NQS

1.2.3, 4.2.2, 7.2.3

Reflect upon the types of conversations you have with parents. For example, do you think parents would think you are genuinely interested in their everyday lives and children?

## Monitor Goals

NQS

4.2.2, 7.2.3

**Is there a problem?** Excuses may mean that educators don't know what to do, so ask more questions from the GROW coaching process. **GOAL** - what you want to achieve? **REALITY** - what's happening now? **OPTIONS** - what you could do? **WAY FORWARD** - what you'll do? Write progress notes.

## Work Professionally

NQS

4.2.1, 6.1.2, 7.2.2,

### What is your job?

#### True story

**Educators potentially missed out on a million dollars.** A mother had Christmas cards and scratch lottery tickets to give all her child's educators but unfortunately, she didn't know their names which resulted in no cards and no chance of winning a **million dollars**. The money isn't the most important thing here (true!!). Relationships with families is what's important. When you have great relationships you'll have less issues with children's behaviour, less problems with lost items of clothing and a better curriculum.

#### What should have occurred?

### Administrator

The Administrator gives the Room Leader a list of the children in the room along with parent's names, contacts, jobs/occupations and other relevant contacts eg people who may collect child.

### Room Leader

The Room Leader sets up a simple exercise to ensure all educators know the parents' names and all week they practice different scenarios and ways to use both parent and educators' names in conversation.

### Educator

Educators practice using parents' names in a conversation, while also subtly introducing other educators. For example, Eden says, "Hi Jane. How was 'Tile Centre' today? Did you sell lots of tiles? Jane answers, "Yes, today was great. We had a new customer with 4 bathrooms to renovate." "Wow," says Eden. We might have to add this to our curriculum. Now Chase had a very busy day with his friends, but let me get Eliza over here to talk to you about all the amazing learning they did. Eliza, come and talk to Jane about the...."

### Trainee

Educators in the room take a little more time in training the trainee and go through more examples of how and what could be said. This builds the trainee's confidence in talking to parents about learning,

### Nominated Supervisor

Their role is to ensure Room Leaders are coaching their educators to talk to parents and checking with parents to see if they are known by name.

## Educate Staff

NQS

5.1.2, 5.2.2, 5.2.3

### What is a child's behaviour telling you?

When children behave in certain ways they are not being purposely difficult or disruptive. They are trying to express their needs in the best way they know. If we pause and ask ourselves, "what are you trying to tell me when you do this, what do you need from me?" rather than "how am I going to make you stop?" life is much easier. Children may, for example, be telling us they don't know how to join in group play, that they're fearful of a new situation, or simply that they're hungry.

Please sign when you have read this.

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## Monitor Goals

What have we done to achieve our goals? What is getting in the way? Are we still on track to complete our goals this week?

NQS

4.2.2, 7.2.3

## Educate Staff

### ***More group time for better behaviour?***

In the beginning of the year it is good to have more group time and activities together. This allows children to feel secure. Ensure you recognise the importance of the group and develop ways for children to participate. Identify the structure of the group, and ensure group time isn't just 'mat' time eg group time can take place in the sandpit or home corner. Join in the play session and ensure everybody in the group is getting to know each other. Do this by asking lots of questions to the children about their outside life with their families. Please sign when you have read this.

\_\_\_\_\_

## Document Learning

### Regulations

Reg 74 Documenting child assessments and evaluations of educational program

### ***Example of well written documentation***

To build connections between our setting and our community of families, we cooked. Ava and Jaycees' families told us how much they enjoy cooking at home. To extend upon this we made flat breads using yoghurt and self-raising flour. Each child had their own little bowl to mix and the children explored the social ways of living while mixing and rolling the ingredients. Cade the chef let us use his oven. To extend upon this experience Ava, Jaycee and Ili became fascinated with everything that involved a bowl and mixing.

The words underlined in colour are the indicators below the learning outcomes in the EYLF book. The orange type is the left hand side indicators how children are meeting the learning outcomes, while the green words are the right hand side indicators showing how educators can promote the learning outcomes.

## Reflect

Reflect on your documentation. Does it link back to any of the indicators in the EYLF book to show how children are achieving learning outcomes and how you're promoting them?

NQS

1.2.3

Evaluate Goals

NQS

4.2.2, 7.2.3

Did you achieve your two goals? What worked well? What needs improving? Do we need to add one or both of these goals onto next week's plan?

Support Team Members

NQS

4.2.1, 4.2.2, 6.1.2

We need to open a space and time to allow our team to communicate. Firstly you are going to discover what your educators think of your room leading skills. Secondly you are going to give feedback to your educators regarding their skills and plan for areas for them to improve.

**Room Leader:** Ask the following question of each educator in your team.  
Do you think I've coached you to develop partnerships with families eg so you feel confident to share information with them about their child's learning, to take parents to the curriculum wall and discuss activities, to encourage parents to share information about their child, home routines, daily lives and weekends to create curriculum?

Educators' Names	strongly agree	agree	neutral	disagree	strongly disagree	Educator's comments
Courtney				X		You have helped but I still get very nervous

**Educators:** Ask the following question of your Room Leader.  
After I greet parents, do you feel I have good conversations with them about things like their jobs or hobbies, how their day's been, what their child learnt, who they played with, their child's activities and interests outside the service, what's happening at the family home?

Educators' Names	strongly agree	agree	neutral	disagree	strongly disagree	Room Leader's comments
Kimmy J	X					You need to teach others

Reflect

Quality Improvement Plan

NQS

4.2.2, 7.2.3

What NQS elements have you assessed and improved upon through your room goals?