



Centre Support



Centre Support Information and Sample Pack

Centre Support's Philosophy

To provide educational resources and experiences that empower people to deliver the best for children

About Us

We pride ourselves on providing timely, accurate and uncomplicated information for our clients.

Firstly, we provide the support platform, products and services that allow educators, families and the community to establish a meaningful connection with the NQF and exchange information amongst each other to promote best practice.

Secondly, we act as the catalyst that brings the early childhood community together to collaboratively shape best practice, define standards and consider solutions to issues of mutual interest.

It is in this capacity, as a trusted partner and community facilitator, that we continue to respond to the opportunities set out in the NQF to improve the level of education and care across the country.

Matthew Stapleton is the CEO of Centre Support. Matthew has designed professional development tools for early childhood education and care services across key areas such as WHS, EYLF, NQF, Behaviour Guidance and Food Safety and Hygiene. These resources, professional development and training options are what Centre Support is all about.

As an Adjunct Member of Charles Sturt University's Research Institute for Professional Practices and Learning, Matthew is constantly involved with the latest research and thinking about young children's education and development. Previously a Head Teacher with TAFE NSW, he has also written and illustrated several children's books on issues including inclusion and diversity.

Perhaps most importantly, Matthew is the Owner and Approved Provider of an early learning centre in Dubbo that was recently rated exceeding in many quality areas, including educational program and practice. As an owner and Educational Leader, he is very much aware of what educators need and want.

Over the last two years Matthew for example, has presented Centre Support's The Educators Conferences (TEC) and shown thousands of delegates real, practical examples of how to enhance learning and overcome problems at their service.

Matthew and his team of dedicated professionals provide full phone and email support to our members along with a proven system to build your Quality Improvement Plan (QIP) every week ensuring that all elements are addressed over a twelve monthly cycle.

How we Assist Educators

Centre Support assists over three thousand ECEC services and over seventeen thousand educators across Australia to deliver high quality education and care under the NQF and approved learning frameworks.

- ✓ Proven quality NQF materials and professional development that is currently used in sixty percent of Australia's long day care services
- ✓ Custom made NQF resources for Long Day Care, Family Day Care and Outside School Hours Care
- ✓ Integrated resource package that includes Weekly Learning Activities to help build your QIP and phone and email support
- ✓ Policy Package which exceeds the minimum requirements of the NQF is used by over 1500 services across Australia to foster best practice
- ✓ Highly skilled and experienced trainers who deliver well-developed professional development and support that directly facilitates continuous improvement



Centre Support

T | 1800 440 102

F | 1800 308 029

W | centresupport.com.au

M | PO Box 3378 BANGOR NSW 2234

Centre Support Pty Ltd (ABN 29 132 937 538)

Hear from our Clients

"We had a compliance visit on Wednesday and thanks to Centre Support, we complied in all areas... Much appreciated." Beryl Cappello, Meadowbank Multipurpose Learning Centre

"Rainbow Station Early Education Centre won the Australian Family Early Education and Care Awards: State Winners: NSW/ACT My Life My Super Early Childhood Service of the year 2016. We couldn't have done it without being members of Centre Support! This award recognises services that continuously set high standards for themselves, use innovation and excellence in planning and management to get there and in doing so, create a warm and inclusive community for their staff, families and children State winners exemplify outstanding achievement across their service and recognises the achievements of the entire team." Leisl Pyke-Nott, Rainbow Station Early Education Centre in Casino NSW

"We find the weekly tasks extremely beneficial. They are simple and effective tools which allow us all to keep on track of the NQF and EYLF whilst at the same time supplying us with the evidence needed to meet our QIP in each of the quality areas." Chantelle Hartigan, Area Manager, Good Start Childcare

"Just like to inform everyone at Centre Support that our weekly learning activities have been great and we used them with our assessor that came out to assess our service. We have received Exceeding the National Quality Standards for each Quality Area and therefore the overall rating was Exceeding. We are now in the process of Excellence with through ACECQA and awaiting their response." Jacqui from Montessori Merrylands Childcare in Merrylands NSW

"Can you please pass on to the Centre Support team that we received 7 out of 7 EXCEEDING NQS for East Malvern ELC (second time for assessment for this service). Currently, all three of my centres are assessed as EXCEEDING. Thanks Centre Support!" Scott Zannes, Great Start Early Learning Centres VIC.

Best of all the parents love what we have been doing and were so impressed with their children's portfolios at the end of the year." Ragamuffins Child Care Centre

We know that no Service is the same

- ✓ With around sixteen hundred resources in our package, services can tailor these tools to ensure they are meeting their specific needs
- ✓ Centre Support does not issue pre-written curriculums or prescriptive documentation
- ✓ Our clients, a diverse mix of service types across Australia, direct the level of support and professional development they require



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NQS Professional Development Toolkit

More than 17,000 educators use Centre Support's NQS Professional Development Toolkit each and every week to reflect on their practices and drive continuous improvement. We consistently see how educators gain a greater understanding of the Quality Improvement Plan (QIP) process, 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 shows just how successful our support can be!

Our NQS Professional Development Toolkit provides you with the resources, tools and knowledge so that your whole team is working together towards a common goal.

What's included?

- ✓ **Forty Weekly Learning Activities** with completed **QIP** templates emailed to your centre
- ✓ **Over 50 Policies** that exceed the requirements of the NQS and Regs with 12 months of **Policy Updates**
- ✓ **An Assessment and Rating Preparation Pack** which helps you quickly prepare for assessment with one or two activities for each NQS element and a detailed Regulation checklist
- ✓ **EYLF Implementation Pack** so your whole team can implement a high quality educational program
- ✓ **Over 50 checklists** to easily reflect on practices, procedures and identify areas for improvement
- ✓ **Resources and templates** for each NQS element accessed via our Members Only area of our website
- ✓ **One hundred colourful posters** that encourage discussion on NQS topics
- ✓ **Full Phone and Email Support**

Why?

- ✓ A proven system that promotes continuous improvement step by step, week by week
- ✓ Helps build your QIP weekly so there's no need to spend hours on the QIP at assessment time
- ✓ Saves you time and money making sure your policies are compliant and up to date
- ✓ Helps you quickly review practice and environment when you get the assessment letter
- ✓ Easy for all educators to implement!
- ✓ Suitable for new and experienced staff
- ✓ Has your whole team working together each week towards common goals
- ✓ All resources and policies clearly referenced to the NQS, EYLF, National and State Regs and best practice
- ✓ Access to discounted training

Hear from Sarah at First Steps Early Learning Centre

On the second day the assessor spent some time with me to check policies, procedures and our philosophy. She also commented on the honesty of our QIP.

With the help of Centre Support's weekly learning activities, my assistants knew all the answers because they had been working together and all have the knowledge. Centre Support's system is the foundation of learning for my educators. Everyone was calm and no one was overly stressed. My educators felt really prepared and I didn't need to do quick lessons for educators not knowing certain things. All educators were involved in the preparation process through building the QIP, weekly tasks and collaborative programming."

Cost

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

Click here for more information and samples
<http://www.centresupport.com.au/nqf-qip-3/>



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NQF Policy Package

With our NQF Policy Package, there is no need to spend countless hours of overtime writing, updating and worrying about policies for your service. If you are after the most comprehensive policies available, why not use our NQF Policy Package? More than 1,800 services already do!

Do your policies comply with the NQF?

Why?

- ✓ Directly referenced Regulations (National and State-based), NQS, best practice and EYLF
- ✓ Save time - no more unpaid overtime writing policies!
- ✓ Save money - how many hours of wages would it require to write a whole set of policies for the NQF?
- ✓ Tailor the 50 plus Word documents with ease
- ✓ Easy for the Nominated Supervisor to implement with all educators

Cost

- ✓ Only \$500 (add \$20 for CD)
- ✓ Group services and owners of multiple services please contact us for a quote

NQF Checklist Package

The NQF Checklists are the perfect tool to drive continuous improvement within your service. Use the Checklists within the rooms and take the stress away from the Nominated Supervisor. The Checklists help identify areas for improvement and are a great way to build your Quality Improvement Plan (QIP) in a manageable way.

How do you ensure continuous improvement?

Why?

- ✓ Manageable system to help build your QIP
- ✓ Used by over 17,000 educators to drive continuous improvement
- ✓ Based on Best Practice, Regulations, NQS and EYLF

Cost

- ✓ Only \$250 (add \$20 for CD)
- ✓ Group services and owners of multiple services please contact us for a quote



EYLF Resources

The EYLF resources have been designed to provide a clear system and process that allows educators to implement the Early Years Learning Framework (EYLF). The resources provide the essential tools educators need to plan, document and reflect on each child's learning and development against the EYLF Learning Outcomes.

Become an EYLF expert!

What's included?

- ✓ Child Evaluation Templates (known as Celebration of Achievement Charts) to keep educators on track and ensure every child's learning progress is recorded
- ✓ Child planning templates to help build curriculum using children's strengths and interests
- ✓ Family input templates to gather programming information from families about children's interests
- ✓ An easy to use symbol system for programming
- ✓ More than 100 colour coded reminder posters to help educators learn and remember each and every EYLF Learning Outcome
- ✓ Parent input templates to gather programming information from parents
- ✓ EYLF implementation booklet

Why?

- ✓ Gives your educators the confidence they need to build partnerships with families
- ✓ Suitable for all educators regardless of abilities or qualifications
- ✓ Simple, clear and easy to follow with visual guides using a symbol system
- ✓ Lets you tailor to your service
- ✓ Prompts educators to review their practices and curriculum in a clear and systematic manner
- ✓ Stops educators having to reinvent curriculum processes and systems
- ✓ Can be used in long daycare, preschools, kindergartens and family day care services

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Professional Development

Centre Support has delivered and provided close to three and a half thousand services including -

- ✓ Over 700 training courses for more than 25,000 educators from 850 services across Australia
- ✓ More than 65 conferences and seminars across Australia (by the end of 2016)

Strengthen your whole team of educators!

Topics Include:

- ✓ Behaviour Guidance
- ✓ Autism and Additional Needs
- ✓ The Room Leader
- ✓ Inspirational Leader
- ✓ Unpacking School Readiness
- ✓ Marketing your Service
- ✓ Birth to Three – Relationships and the EYLF
- ✓ Dramatic Experiences – Play through the eyes of a child
- ✓ Music and Movement
- ✓ Health and Wellbeing for Educators
- ✓ Autism and Inclusion
- ✓ Food and Hygiene
- ✓ Workplace Health and Safety
- ✓ EYLF
- ✓ NQS
- ✓ Child Protection Refresher
- ✓ Learning Documentation
- ✓ Critical Reflection
- ✓ Teamwork and Effective Communication
- ✓ Embedding Sustainability
- ✓ Risk and Play
- ✓ Implementing Centre Support products

We're also happy to talk to you about a tailored Professional Development for your service.

For more training info visit www.centresupport.com.au

Why?

- ✓ Our sessions are affordable
- ✓ They're conducted after-hours at services so there's no need to travel or hire casual educators
- ✓ Each session is visually engaging and highly practical
- ✓ Sessions directly link educators' practices to the NQF, Regs, EYLF etc
- ✓ Promotes teamwork
- ✓ We continue to receive incredible feedback from educators

Cost

- ✓ Only \$790* for Comprehensive resource Subscription members or \$890* for non members
- ✓ This price covers a two hour session for up to 25 educators
- ✓ Includes a Certificate of Attendance for each educator
- ✓ If you have more than 25 educators, please contact us for a quote

*Travel charges may apply



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Audits

Audits Available

- ✓ Work Health and Safety
- ✓ Food and Hygiene
- ✓ Sustainability
- ✓ Compliance

Why?

- ✓ We are a fresh set of expert eyes which looks at your whole service and takes away the stress of not knowing if you are doing well
- ✓ We show you areas that need improvement in a comprehensive Audit Report
- ✓ We show you and document what you are doing well in your service
- ✓ We have the knowledge, experience and resources to ensure you can improve your service.

Cost – WHS with Food and Hygiene

- ✓ 16-30 places / 2 rooms \$415 (2.0 hour audit) with Food and Hygiene Audit \$640 (2.5 hour audit)
- ✓ 31-50 places / 3 rooms \$465 (2.5 hour audit) with Food and Hygiene Audit \$690 (3.0 hour audit)
- ✓ 51-70 places / 4 rooms \$500 (3.0 hour audit) with Food and Hygiene Audit \$725 (3.5 hour audit)
- ✓ 71-90 places / 5 rooms \$565 (3.5 hour audit) with Food and Hygiene Audit \$790 (4.0 hour audit)
- ✓ 91-120 places / 5 rooms \$600 (4.0 hour audit) with Food and Hygiene Audit \$825 (4.5 hour audit)
- ✓ 121 -150 places/6 rooms \$680 (4.5hour audit) with Food and Hygiene Audit \$1005 (5.0 hour audit)
- ✓ 151+ places/7rooms+ \$760 (5 hour audit) with Food and Hygiene Audit \$1085 (5.5 hour audit)

Cost - Sustainability Audit

- ✓ 16 - 30 places / 2 rooms \$415 (2.0 hour audit)
- ✓ 31 - 50 places / 3 rooms \$465 (2.5 hour audit)
- ✓ 51 - 70 places / 3 rooms \$500 (3.0 hour audit)
- ✓ 71 - 90 places / 4 rooms \$565 (3.5 hour audit)
- ✓ 91 - 120 places / 5 rooms \$600 (4.0 hour audit)
- ✓ 121 -150 places/6 rooms \$680 (4.5hour audit)
- ✓ 151+ places/7rooms+ \$760 (5 hour audit)

Please call to arrange a quote if you have more than one service so we can arrange a special package deal and tailored support.

To view our SAMPLE AUDIT REPORT, please click on the link below:

<http://www.centresupport.com.au/audits-2/>



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Centre Support

Centre-Based ORDER FORM



Centre Support Pty Ltd

NQS PROFESSIONAL DEVELOPMENT TOOLKIT - \$1500

Upfront

Monthly (12 x \$125)

OR

POLICY PACKAGE with 12 mths updates - \$500 (\$20 for a disk - optional)

CHECKLIST PACKAGE - \$250 (\$20 for a disk - optional)

NQS PROFESSIONAL DEVELOPMENT TOOLKIT RENEWAL - \$1200

Upfront

Monthly (12 x \$100)

COMPLIANCE AUDIT

CURRICULUM AUDIT

SUSTAINABILITY AUDIT

WHS AUDIT

FOOD AND HYGIENE AUDIT

Audit prices:

- 1 room \$490 (2.0 hour audit)
- 2 rooms \$560 (2.5 hour audit)
- 3 rooms \$630 (3.0 hour audit)
- 4 rooms \$700 (3.5 hour audit)
- 5 rooms \$770 (4.0 hour audit)
- 6 rooms \$840 (4.5 hour audit)
- 7 rooms \$910 (5.0 hour audit)
- 8 rooms \$980 (5.5 hour audit)

NQS Professional Development Toolkit includes:

- Weekly Learning Activities to build your QIP
- Assessment and Rating Preparation Pack
- Policy Package with Policy Updates for 12 months
- Checklist Package
- EYLF Curriculum implementation templates
- Full NQS resources, templates and posters
- Full phone and email support
- Access to Members Only area of our website
- Discounted In-service Professional Development

Policy Package includes:

- A full set of comprehensive policies referenced and written to state and national regulations, NQS and EYLF by our full time Policy Writer that you can adapt to suit your service.

Checklist Package includes:

- Assist in identifying areas for improvement throughout your centre and are a great way to build your QIP.

Audits include:

- An instant result as well as an action and support plan
- Our trainers tell you what you are doing well and identify areas for improvement with action plan to assist in achieving exceeding.

PROFESSIONAL DEVELOPMENT - please call 1800 440 102 to inquire

INSERVICE - \$890 for two hours for up to 25 educators

an additional \$35 per educator thereafter (travel costs may occur for centres outside metropolitan areas)

COACHING SUPPORT - \$225 per hr for a minimum of 3 hrs

(travel costs may occur for centres outside metropolitan areas)

SEMINARS - \$129 per person (visit <http://www.centresupport.com.au/training-opportunities/> for our training calendar to book online or call Narelle on 1800 440 102)

TOTAL:

By completing this order/payment form, you are agreeing to Centre Support's Service Agreement. Please click here to view our Service Agreement or visit www.centresupport.com.au/long-day-care

Centre Support Pty Ltd ABN: 29 132 937 538

T: 1800 440 102 F: 1800 308 029 E: admin@centresupport.com.au W: centresupport.com.au

Centre details and payment



Centre Support

Centre Name:

Approved Provider:

Nominated Supervisor:

Centre's phone: Mobile:

Email:

Centre's Address:

Suburb/Town: State: Post Code:

**To use your
Credit Card
please
complete
this section**

VISA MasterCard AMEX Diners

Card Number: CSV

Expiry Date: Card Holder Name:

Signature Date
DD/MM/YYYY

I / We authorise Centre Support Pty Ltd to debit my/our account at the Financial Institution identified above in accordance to the Payment Details stated above and as per the Service Agreement provided. Fees / Charges : Visa/Mastercard 1.64% (min \$0.99) Amex/Diners 4.4% (min \$0.99)

**To debit
your
Bank
Account
please
complete
this section**

Financial Institution:

Account Name:

BSB: Account No:

Signature Date
DD/MM/YYYY

I/We authorise Centre Support Pty Ltd to debit my/our account at the Financial Institution identified above in accordance to the Payment Details stated above and as per the Service Agreement provided.

**For EFT (transfer from your bank account)
please use these details below**

Please use your centre name as reference
BSB: 112 879
Account: 156 111 217
Account Name: Centre Support Pty Ltd

**To pay by cheque, please post the cheque to
this address below with a copy of this form**

Centre Support Pty Ltd
PO Box 3378
BANGOR NSW 2234

Office Use Only

Invoice is required before payment can be made YES NO

Completed by:

Payment received date:

SAMPLES



Centre Support

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NQS PROFESSIONAL DEVELOPMENT TOOLKIT

How to best use Centre Support

Below is a simple table outlining how to complete the Centre Support Weekly Learning Activities.

		STEP 1	STEP 2	STEP 3	TIME
FRIDAY MORNING	Nominated Supervisor logs in to Members Area and prints activities, then distributes to room leaders ready for Monday. Each room needs one copy of the Educator and Room Leader Learning Activities.	 Nominated Supervisor Log in to Centre Support Members' Area	 Print activities	 Distribute to Room Leaders	5 - 10 mins
MONDAY	Room Leaders set 2 goals for the week with educators. Room Leader and educators complete Monday page. Room Leader coaches and assesses educators.	 Room Leaders set 2 goals for the week with educators	 Room Leaders and educators read and practice activities	 Room Leaders coach then assess educators	10 - 15 mins
TUESDAY	Room Leaders monitor weekly goals with educators. Room Leader and educators complete Tuesday page. Room Leader coaches and assesses educators.	 Room Leaders monitor weekly goals with educators	 Room Leaders and educators read and practice activities	 Room Leaders coach then assess educators	10 - 15 mins
WEDNESDAY	Room Leaders monitor weekly goals with educators. Room Leader and educators complete Wednesday page Room Leader coaches and assesses educators.	 Room Leaders monitor weekly goals with educators	 Room Leaders and educators read and practice activities	 Room Leaders coach then assess educators	10 - 15 mins
THURSDAY	Room Leaders monitor weekly goals with educators. Room Leader and educators complete Thursday page. Room Leader coaches and assesses educators.	 Room Leaders monitor weekly goals with educators	 Room Leaders and educators read and practice activities	 Room Leaders coach then assess educators	10 - 15 mins
FRIDAY	Room Leaders evaluate weekly goals with educators. Room Leader and educators complete Friday feedback page.	 Room Leaders evaluate weekly goals with educators	 Room Leaders and educators read and complete feedback.		10 - 15 mins
FRIDAY AFTERNOON	Nominated Supervisor collects learning activities and completes weekly QIP using activities, room goals and reflection answers.	 Nominated Supervisor has a weekend	Do your job well, achieve exceeding, but don't take it home. Your family deserves better. That's what Centre Support offers you.		20 -25 mins

Dear Room Leaders,

This week we are looking at element **5.2.2** Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. **To get exceeding as per assessor's rating guide we need to show how** each child is consistently encouraged and supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

The best way to do this is to ensure we name emotions then teach children how to respond to these emotions. I've made a set of emotional faces with different ages, both boys and girls. Work with the children and the emotion chart to write down what emotion the face could represent.

Use these faces when children are in times of emotional stress, get them to select the card that represents where they are now emotionally and help them select the emotional face that represents where they would like to be.

Below are the video links for this week which compliment the learning activities.

1. An introduction to behaviour guidance principles <https://youtu.be/qO8Nz-Es52Q>
2. Setting the environment for positive behavior <https://youtu.be/GCh3CMuEvy8>
3. Teaching children what is expected <https://youtu.be/BGYx2iOj1p0>
4. Example "Get out of the sandpit" <https://youtu.be/E6kuZ8u3DWA>
5. Use of words "Two sisters having a holiday" <https://youtu.be/sryOQC6wyuM>
6. Example "Defiant" <https://youtu.be/fv-PEDNS9WA>

Kind Regards

Matthew Stapleton

Director of Centre Support and Australian Community Education College

Coaching is a part of your job, coaching is like training each staff member

Coaching

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

Just a reminder of the coaching process

Week 23 31 July to 4 August 2017

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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**. Remember, you can carry goals over from last week if you need to.

NQS

5.2.2

Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

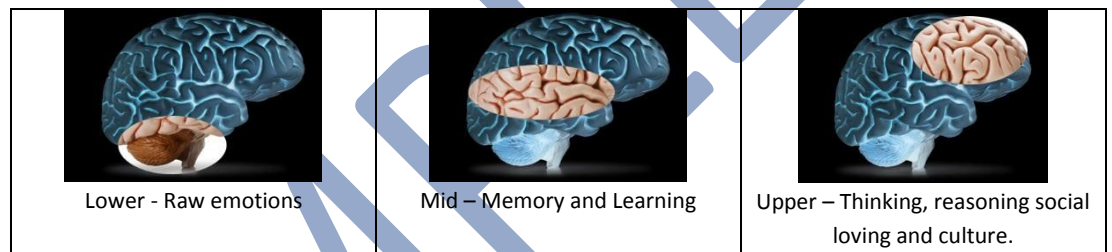
How to get exceeding as per assessor's rating guide.

5.2.2

Each child is consistently encouraged and supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

For anybody at any age to manage their behaviour they need to identify where their emotional state is, then identify where they want their emotional state to be. When you can do that you can plan to put yourself in a better emotional state.

The three levels of the brain



This is a simplistic way of looking at our brain, but very helpful for understanding and managing behaviour with children. When a child is born they develop from the lower brain and RAW emotions to mid brain to upper brain. The interesting part to all of this is the upper brain. This is where we learn to control our emotional state, but this part of the brain doesn't mature properly until our twenties. **Girls around 25 and boys around 28.**

In an adult world, we know that our behaviour has consequence. For example, if we speed when driving we can get a fine, or worse have a crash so our upper brain thinks about that and says, "Can't afford a fine, ... a crash would be awful, would never replace my car, I could hurt people..." so we control our behaviour and stick to the speed limit. These thoughts then behaviours are controlled by the upper brain - the thinking, reasoning, social loving and culture part of our brain.

Children DON'T have the thinking power of the upper brain developed yet and we need to teach them how to **IDENTIFY** their emotions first and then teach them how to behave in a more socially acceptable way.

Not all emotions are negative. We have a range of emotions from positive to negative and many in between. All raw emotions start in our lower brain and they include: **1. SEEKING** - the seeking or 'reward' circuit causes deep brain stimulation when children/people begin an exploratory activity. **2. FEAR** - a fear system allows us to automatically pull away from a situation—to hide, to run away. **3. RAGE** - when you're looking for resources, others are likely to be looking for resources too. You're going to compete for resources at some point—even fight for resources. If someone takes your thing away, you will get angry and it doesn't feel good. **4. LUST** - we have to pass on our genes to the next generation. **5. CARE** - mothers are especially keen at identifying when their babies need attention. The CARE emotions allow us to look after others and form social bonds. **6. PANIC** - a child that is lost always cries. This cry comes from the PANIC circuit. It is an anxious feeling that is different to the one that emerges from fear. **7. PLAY** leads to an emotion- laughter comes from the play. We can say children are having a great time when they play because the brain is releasing feel good chemicals like opioids.

The first step is to identify and name the emotional state the child is in. Don't forget to name the positive emotions.

Week 23 31 July to 4 August 2017

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Monitor Goals set on Monday

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

5.2.2

Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

How to get exceeding as per assessor's rating guide.

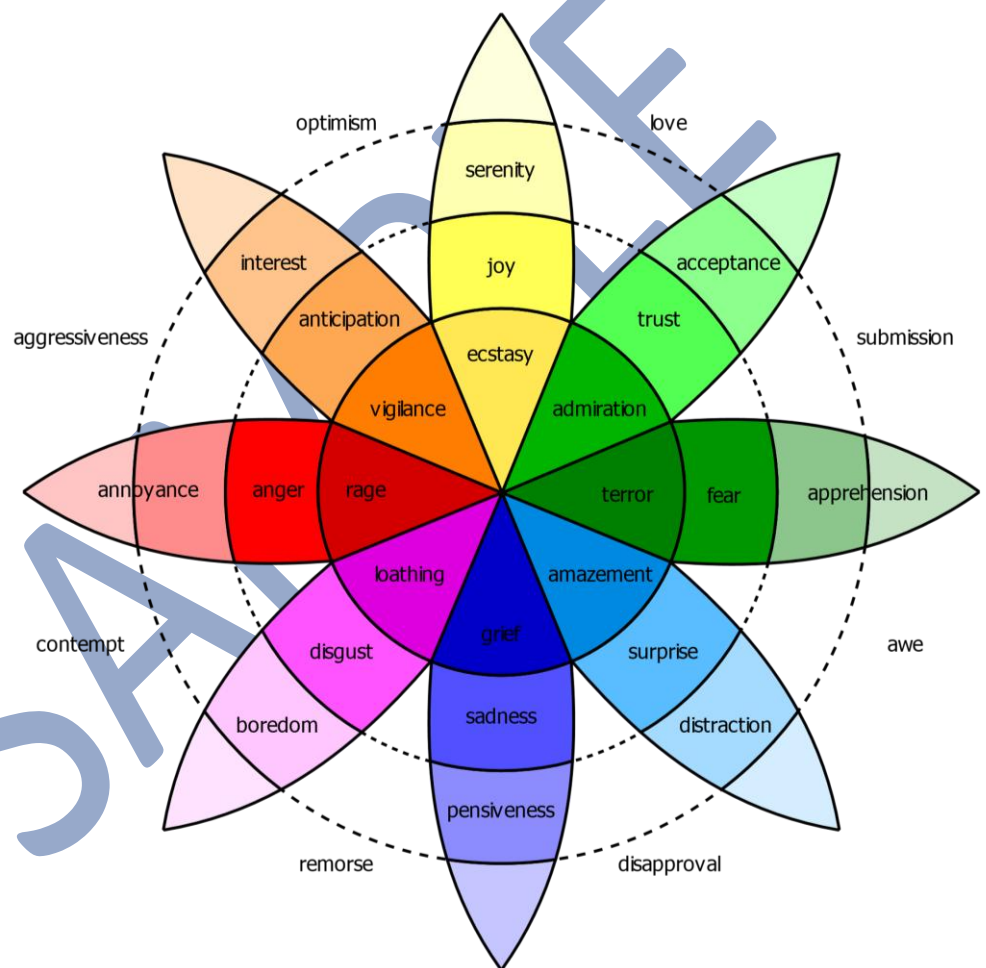
5.2.2

Each child is consistently encouraged and supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

EYLF

**Partnerships with families
Intentional Teaching**

What emotions can we identify with children?



I've attached PDFs of faces at all ages with different emotions. Use them with children to identify their emotion and give that emotion a name by using the above emotions chart. Cut the pictures out, and laminate them and make an emotions wall in your room.



Monitor Goals set on Monday

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

5.2.2, 7.2.3

What is your job?

Ever experienced separated parents and the 'EVERY SECOND MONDAY EFFECT'. Caitlin's normally a beautiful child, but after a weekend at the other parent's house she is EXTREMELY DIFFICULT to manage. Caitlin says to the educators, "Go away, I hate you." She then throws something at you or spits in your face. Educators talked to the newly single parent and said Caitlin's behaviour is out of control and is caused by the parents' separation. Mother cried then withdrew the child from the centre.

What should have happened?

Room Leader

The Room Leader should have worked with the Nominated Supervisor and parents, then with educators to (a) see Caitlin's behaviour from her perspective, (b) create an **emotions book** with the help of the parents. The book needs photos from the parents, including what they do during their life at home and on the weekend. It should also include how to deal with emotions. The book is to be used by all educators in Caitlin's room.

Educator

The team of educators should have had a discussion about Caitlin's behaviour from Caitlan's perspective. For example, Caitlin might be thinking, "I miss mum. I really miss mum and haven't seen her all weekend. It was good at dad's. We do fun stuff, but I want to see mum. I want to see mum, but now I'm here at pre-school and the first person I see is the educator. That's not mum. I want mum. Why can't I see mum before I get to school? I want mum." Then they should have identified how they could help Caitlin get through this emotional storm (see next page for ideas).

Trainee

The trainee needs to read the emotions book with Caitlin, add to it after each weekend and report back to the Room Leader, who can report back to the parents.

Nominated Supervisor

The Nominated Supervisor needs to work with the Room Leader, parents (usually separately) and child to write a book they read and add to before weekends and after weekends. In the book, we need to include many different emotional strategies the child, parents and educators can use.

Educate Staff

NQS

How to get exceeding as per assessor's rating guide.
5.2.2

Each child is consistently encouraged and supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

EYLF

Partnerships with families
Intentional Teaching

Things to remember

What is the emotional chemical storm occurring in Caitlin's brain? Caitlin is trying to reattach to her primary attachment figure which is her mum. She can't as her mum isn't here. This is distressing her physically in the brain as a part of it has stopped the production of OXYTOCIN. This chemical is used for CARE and attachment and makes us feel good.

There is going to be an eight hour delay until mum comes in and helps her child reattach. ('Reattach' isn't the correct word from attachment theory, but it's easier to understand the process by using it.) All Caitlin's actions are now being driven by the raw emotions in the oldest part of her brain. She is operating on her survival system which in turn makes her angry, makes her want to lash out and hurt people, makes her defiant as she wants her mum and nothing else will be a substitute.

There is nothing you can do when children have a meltdown except for keep other children safe, keep yourself safe and keep the child safe. When meltdowns occur, the UPPER BRAIN shuts down and it can take 20 – 30 minutes to start up again and think about what was happening. We need to go back a few steps and teach the Mid Brain and Upper Brain how to deal with the Lower RAW brain when the emotions happen - going back a few steps to stop the behaviour before it starts. We need to be prepared and the emotions book will do that.

Week 23 31 July to 4 August 2017

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An example of Scenarios and Strategies and Teaching actions and stories to prepare the child for the emotions that are about to come into her life. Work with the parents, add photos from the parents including what they do on the weekend and also include how to deal with emotions.

Scenarios and Strategies
<ul style="list-style-type: none"> • Preparing to stay at the other parent's • Preparing a timeframe allowing the child to think through the emotions that are about to come • Investigating to prepare children for things that are about to happen
Teaching actions and stories to prepare the child
<ul style="list-style-type: none"> • Start reading the book days before the child does the weekend visit. Include things that might happen during the visit. (This is the preparation part getting Caitlin ready for the emotional storm about to come) • In three days, I'm going to stay with Dad. I wonder what we are going to do on the weekend. I know - I'll give him a call and ask, just in case I must pack something special like my swimmers. (Teaching time is very important) • I mustn't forget to pack my bear because I can't go to sleep without him. (Teaching children to forward plan and think is very important)

Scenarios and Strategies
<ul style="list-style-type: none"> • What will we be doing at other parent's house?
Teaching actions and stories to prepare the child
<ul style="list-style-type: none"> • We might go to the really good park that is near dad's place. It has the awesome rope climbing thing. Look here is a picture of me climbing on it. • We sometimes call into Dad's friend Mick's place. He has older kids I play with.

Scenarios and Strategies
<ul style="list-style-type: none"> • Who else do I get to see at other parent's
Teaching actions and stories to prepare the child
<ul style="list-style-type: none"> • It will be fun at Dad's this weekend because we are going to see Aunty Trish and my cousins Alex and Catherine. They have a funny cat called Snowball. I like Snowball. (Exploring happy emotional times is very important) • I don't get to see my cousins that much because sometimes we run out of time and they live more than two hours away. Dad and I get up early to drive to Aunty Trish's place.

Scenarios and Strategies
<ul style="list-style-type: none"> • I miss the parent I spend most time with.
Teaching actions and stories to prepare the child
<ul style="list-style-type: none"> • At night, I miss my Mum most. She isn't there to tuck me in and read me a book. It makes me feel sad. (Exploring unhappy emotional times is very important) • When I miss Mum I can give her a call, say goodnight and tell her all the fun things I do with Dad on the weekend. (Exploring ways to deal with the emotions is very important and we do this beforehand.) • When I call Mum and say goodnight I feel better and I know I'll see Mum in two more sleeps. (Teaching time is very important)

Scenarios and Strategies
<ul style="list-style-type: none"> • I'm not going to see the parent I spend most time with until the afternoon
Teaching actions and stories to prepare the child
<ul style="list-style-type: none"> • On Mondays Dad drops me off to my school. I get sad because I miss Mum so much, but I know she'll be there to pick me up. • When I get to school Miss Emma lets me ring Mum first thing. I tell her I miss her and I can't wait to see her in the afternoon. (Teaching how to delay emotions - "I can't wait to see her in the afternoon" - is a great skill to teach.)

This process works for: children whose parents work night shift, children who have difficulty transitioning from home to the centre, and any other times children experience emotional stress.

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Monitor Goals set on Monday

NQS

4.2.2, 7.2.3

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?

Educate Staff

NQS

5.2.2

Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

How to get exceeding as per assessor's rating guide.

5.2.2

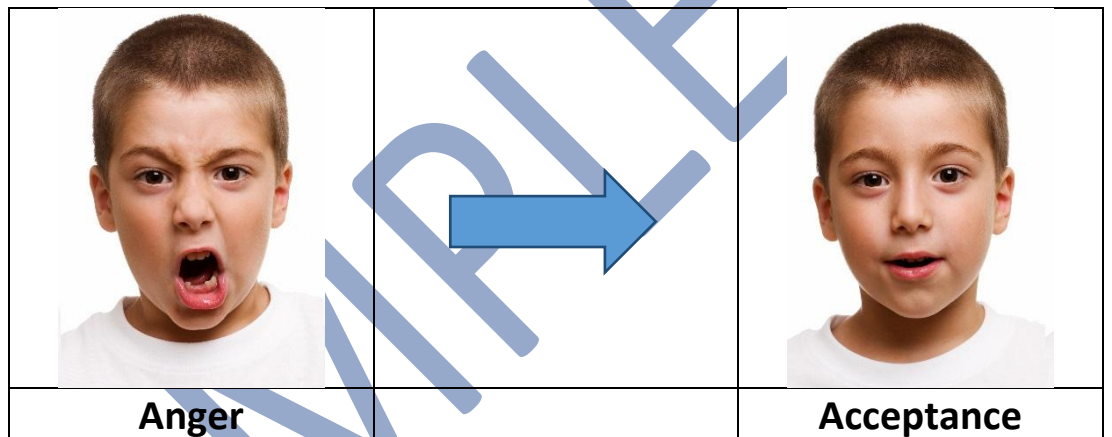
Each child is consistently encouraged and supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

EYLF

Partnerships with families Intentional Teaching

Emotional faces

Now we have our faces printed and cut out, we need to ensure we name emotions then teach children how to respond to these emotions. Work with the children and the emotion chart to write down what emotion the face could represent. Use these faces when children are in times of emotional stress, get them to select the card that represents where they are now emotionally and help them select the emotional face that represents where they would like to be. For example, we might see Jack who is angry.



It may take up to 20 minutes for the child to be able to reason with you and talk after the angry outburst. The Upper brain has shut down and raw emotions are controlling the behaviour now. Be patient and go in with a big bundle of love, care and emotional support by naming their feelings.

Step 1 Name the emotions. "I can see you are angry Jack, I can see you didn't like it over there with Hamish. Your face looks very angry." It may take twenty minutes before you can start this conversation.

Step 2 Let's find a face on the board that shows me how you feel. Jack finds his angry face.

Step 3 Let Jack tell their version of events that led to him feeling angry. "Hamish wouldn't give me back the truck I was playing with. He said no I couldn't have it because it was his."

Step 4 Ask Jack to find a face on the board that shows how he would like to feel. You may need to help with this. For example, we have selected acceptance because we need to teach Jack he must accept that children don't want to give up what they are playing with and that's okay.

Step 5 Teach Jack new strategies for emotions. "Let's imagine we are playing and I'm Hamish. You grab Hamish's toy and he says 'Jack, that's mine. Give it to me, I haven't finished playing with it'. Jack what else could you do?"

Jack: "That's okay. I'll get another truck" or "Tell me when you're finished playing with it and bring it over. I'm playing at the fort."

Go through lots of different examples of what could have happened.

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

4.2.2

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 help you teach children how to manage their behaviour by exploring emotions and talking with families where necessary?

Educator's Names	strongly agree	agree	neutral	disagree	strongly disagree	Educator's comments
Kerry				x		Need lots more input

5.2.2

Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

How to get exceeding as per assessor's rating guide.

5.2.2

Each child is consistently encouraged and supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Educators: Ask the following question of your Room Leader.

Do you think I effectively teach children how to manage their behaviour by exploring emotions?

Educator's Names	strongly agree	agree	neutral	disagree	strongly disagree	Room Leader's comments
Rebecca				x		We all can improve

Reflect

Quality Improvement Plan

NQS

1.2.3, 4.2.2, 7.2.3

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

NQS

5.2.2

Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

How to get exceeding as per assessor's rating guide.

5.2.2

Each child is consistently encouraged and supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

EYLF

Partnerships with families Intentional Teaching

Dear Educational Leader,

This week we are looking at element **5.2.2** Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. **To get exceeding as per assessor's rating guide we need to show how** each child is consistently encouraged and supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Teach your educators these skills

1. Talk quietly and assertively to children but never shout
2. Look into the child's eyes as you set boundaries. This will help educators remain focused and not fly into a rage. Sudden loud noises or words can really startle a young child. Be the best role model and teach the behaviours you want to see.
3. Use the word 'Listen' before starting any sentence to a child. This can be a key word. Go to the child, touch and gain eye contact and attention, then say, 'Listen ...' **Remember, if the child behaves appropriately, always praise: 'Good listening!'**
4. Stand your ground and quietly but firmly repeat your request up to three times. Ignore protests, and repeat your request. Give children time to process the request and your serious demeanour.
5. Respond but don't react. If you're feeling really challenged, count to three to settle yourself, and take a brief walk out of the room. Then you are more likely to respond and not react (this is a hard one).
6. Counting down from ten to one can help everyone settle, and can be a game to play, giving a child time to respond to a request.
7. Practise straightening your shoulders and spine, opening your chest (your heart) to be lovingly assertive, just and fair.
8. Choose a word to signal a change is required. It may be 'Listen' (as discussed earlier), 'Stop', or when older, 'Not appropriate', before explaining the appropriate behaviour. If this is done with consistency, the child will get the message.
9. Just walk away. When a meltdown occurs walk away and get the other children to follow you. Ensure the safety of the other children and yourself first. Remember the cause of meltdown is something bigger than just you.
10. Help children to express their feelings with time, empathy and support. Time means stopping and really listening to what children have to say, not just rushing through a room and saying "that's nice dear" as we keep walking. When we listen we are saying "I can hear you, I understand you. I can understand your emotions and I can help"

NQS

5.2.2

Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

How to get exceeding as per assessor's rating guide.

5.2.2

Each child is consistently encouraged and supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

EYLF

Partnerships with families Intentional Teaching

Dear Nominated Supervisors,

This week we are looking at element **5.2.2** Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. **To get exceeding as per assessor's rating guide we need to show how** each child is consistently encouraged and supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Can we have an honest conversation? This element would be easy if all your educators could identify their emotions, but in most centres, we have one or two that struggle with this concept and have the ability to make life difficult for others.

Adult behaviour is interesting and it tells a story. For example, there is a centre that has two new to the sector early childhood teachers. Unfortunately the Nominated Supervisor made them Room Leaders as they had the highest qualifications, but this caused many problems and destabilised the whole centre. They:

- make other educators feel they can't contribute as they don't hold ECT qualifications
- argue about any information that comes from very experienced people who have practical knowledge of early childhood
- get caught up in irrelevant stuff that makes no difference, blow it out of proportion and make the biggest deal out of nothing.

What is the emotional state of the educators? The interesting thing in this example is the new to early childhood teachers are probably terrified of being caught out and not knowing how to do things. This then generates angry emotions.

Just like the children we need to ensure we name emotions then teach adults how to respond to them. I've made a set of emotional faces with different ages, both male and female. Work with the educators and the emotion chart to write down what emotion the face could represent.

What about us?

Sometimes we go into the room and we have a face that represents an emotion that may be interpreted in a way we didn't think. We could use the emotional faces to get the educators to identify the emotions they feel when they interact with you. This process could shock you and you could learn a lot, especially how people interpret your emotional state.

Doing this type of emotional work is great because it will show how wrong we sometimes get it when we are interpreting people.

Matthew Stapleton

Director of Centre Support and Australian Community Education College

Policies

NQS

7.3.5

This year we're talking about weekly policy reviews with you, the Nominated Supervisor. We'll talk about recent updates if relevant or any proposals to amend policy etc. We'll still include the policy summary in our 'Partnerships with Families' brochure which should be displayed near the sign in and out sheet (s). You can choose to share the summary with educators eg include in staff meetings or educator reflections. We'll follow a similar policy review schedule to last year so there's about a year timeframe between our reviews. If you have any suggestions or questions about the policies, you're welcome to email robyn@centresupport.com.au.

Physical Environment (Workplace, Learning and Administration) Policy - Behaviour Guidance

There have been no recent changes to this part of the Policy.

See the next page where educators can sign after they have reviewed the policy summary.

Week 23 31 July to 4 August 2017

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7.3.5

Relationships with Children Policy - Behaviour Guidance. A summary follows:

Educators, staff and volunteers will model positive behaviour and guide children's behaviour in several ways including:

- supporting children to explore different identities and points of view
- discussing emotions and issues of inclusion and exclusion, fairness and bias
- using positive language, gestures, facial expressions and tone of voice
- speaking in comforting tones and holding babies to soothe them
- intervening sensitively when children have difficulty resolving a disagreement
- promoting children's agency by allowing them to be as independent as possible
- supporting children with strategies to deal with their raw emotions eg anger, fear, panic
- allowing children to have uninterrupted play
- providing explicit instruction for routines and learning
- providing support such as visuals, key word signing, two step instructions

Educators and staff understand that inappropriate behaviour is a child's way of saying they need support, and they will develop strategies to assist the child. Examples of appropriate strategies are provided in the policy. Educators will not isolate, intimidate or subject children to corporal punishment to guide behaviour.

Parents will:

- work in partnership with educators where concerns are raised about the behaviour of their child
- consent in writing where educators believe liaising with relevant professionals to support the learning and development of their child is advisable
- agree to work with educators to minimise risk where the child's behaviour is a danger to children and educators. This may include reducing the hours of care until the child's behaviour is supported and risk to others is minimised.

If parents do not comply with these requirements, the Nominated Supervisor may suspend or terminate the child's enrolment.

Educator's Name	Educator's Signature	Educator's Name	Educator's Signature

Checklist

NQS

5.2.2

Positive Behaviour Audit

- Yes No Are group **rules** displayed visually?
-
- Yes No Are rules stated positively: what you want the children to do, rather than what the children should not do. *"When you are inside you walk". "Keep the sand in the sandpit". "Inside we use quiet voices"*.
-
- Yes No Are the rules **communicated frequently**?
-
- Yes No Are **limits set**, for example, the number of children who can be in specific play areas, especially where the amount of equipment and space is limited? For example, home corner, block corner, construction and train track.
-
- Yes No Are **boundaries defined**? For example, the space in which mobile toys can be used, a sand- timer to define the end of a turn.
-
- Do educators assist children who are not **settling to play** by:
-
- Yes No - giving choices
-
- Yes No - assisting them to start and complete activities
-
- Yes No - inviting another child to assist.
-
- Yes No Do educators **refocus or redirect** play that is getting unruly or out of hand?
-
- Yes No Are educators alert to **warning signs**, such as tensed muscles, statements such as *"I might knock that down"*.
-
- Yes No Do educators redirect a child before behaviour escalates?
-
- Yes No Does the service use **visual cues**, for example, a traffic lights: *"Stop", "Think", "Do"* to help children self monitor, that is understand when their behaviour is getting out of control?
-
- Yes No Do educators teach **conflict resolution** skills at the child's language level?
-
- Yes No Do educators prompt children to **use words rather than physical contact**, for example, *You need to tell Nathan: 'It's my turn'*.
-
- Yes No Has the service established **consistency** in behaviour management strategies between educators (and between the family and educators if possible)?
-
- Yes No Do educators acknowledge the child's feelings and firmly **follow through** with expected behaviour, for example, *"I know you're feeling cross, but I can't let you knock down Jane's building"*?
-
- Yes No Do educators only state a consequence they are prepared/able to follow through?
-
- Yes No Do educators **phrase requests as choices** when you want the child to take a specific action. For example, do not say *"Would you like to come inside to play now?"* if continuing to play outside is not an option.
-
- Yes No Do educators build children's **skills** in: communication, social and play skills, for example, how to ask for help, request a turn, wait, take a turn, enter a group, join in play, use friendly talk.
-
- Yes No Do educators comment frequently and specifically when children are behaving appropriately, eg. *"Thanks for putting away the tractor, Ben". "That will be a great painting to take home to mum, Nicole"*.
-
- Yes No Does the service have an **agreement** on the language that will be consistently used to give children warnings and feedback on their behaviour, for example, *"That's not OK", or "That's not appropriate", or "Settle"*?
-
- Yes No Do educators state that the child is making a choice, then calmly follow through the **logical consequences**?
- *"If you throw sand you are choosing to play somewhere else"*.
-

- ▶ Research Paper
- ▶ Author(s)
- ▶ Location
- ▶ Type of Research
- ▶ Publisher
- ▶ NQS

7.2.3

This section is for those educators that are at an advanced level and already familiar with the content of the Monday to Friday educator pages. Current research is difficult to come by as an educator if you are not studying. The problem is research papers are usually locked away in Journal Articles and to get them they charge a lot of money. In this section, we will retrieve relevant articles from leading early childhood and other researchers from around the world and present them to you in a condensed way. The reason we are doing this is for two reasons. First under copyright law the journal article can't just be given to you as it would be in breach of copyright. Secondly, journal articles are written in a heavy academic structure that needs a little decoding to make sense.

Autism in Early Childhood: An Unusual Developmental Course—Three Case Reports. Written by **Michal Cohen-Ophir, Tsophia Castel-Deutsh, and Emanuel Tirosh**, Research conducted in Israel. Published in Case Reports in Psychiatry 2012.

Synthesis of the paper

Autism Spectrum Disorder (ASD) typically affects communication/language, social interaction and behaviour. Usually children with ASD are diagnosed after parents/carers notice a particular behaviour during the child's first two years, or because parents/carers notice a child losing some of the skills or behaviours they learnt in the first two years.

This article looks at a different scenario where three children were initially diagnosed with 'non-autistic' development delays. They were treated for these at a specialist facility for a period of time and discharged after being assessed within the normal range of expected development. After successful treatment, all three were later readmitted to the facility and diagnosed with ASD.

Child one

4 months of age	Doctors routinely assess male infant born prematurely at 33 weeks. No developmental issues.
13 months of age	At follow up assessment infant diagnosed with a regulation disorder. Social and language development normal, but motor development lagging. Often restless with mixed responses to different sensory stimulations. Child received physio and family supported by a social worker.
18 months of age	Discharged with age appropriate development and behaviour.
3 years 7 months	Reassessed. Parents noticed his language regressing at 21 months. Thought this was due to sister's birth. Diagnosed with ASD. Ongoing treatment from ASD professionals.
Five years	ASD confirmed

Child Two

2 years 4 months	Male child assessed due to attention and behavioural issues. Expressive language level at 21 months. Nursery teacher noted delayed communication and extreme restlessness. Child treated by a social worker. Parents had weekly visits from a speech therapist.
2 years 10 months	Discharged as normally developing child.
41 months	Reassessed. Parents concerned about poor attention, behaviour, and echolia (speech repetition). Diagnosed with ASD.

Child Three

14 months	Male infant with delayed general development. Has healthy twin brother and sister 3 years 7 months with delayed expressive language. Development level between 9-12 months. Enrolled in physical therapy.
18 months	Normal motor function and social development with delayed language
38 months	Reassessed and diagnosed with ASD. Confirmed after 6 and 12 months.

These case studies raise several questions. For example, to what extent is ASD diagnosed after successful treatment for other conditions, and would continuing treatment for developmental issues postpone or prevent ASD? What options are there for treating ASD in alternative ways? It's worth watching the 'Australian Story' episode 'My Son Sam' that aired on Monday 24th July. Click the following link to view

<http://iview.abc.net.au/programs/australian-story/NC1701Q024S00#pageloaded>

Reflect

1.2.3

Critical Reflection - Groups of Children

31 July to 4 August 2017

This section is for those educators that loved last year's reflection pages. This year we have integrated reflection into the Monday to Friday activities. However, if you would like to continue with the previous format the following section is for you.

Definition - Critical reflection means looking at practices from different perspectives eg through the eyes of children and families, from different theoretical viewpoints, taking into account social, ethical and equity issues, and understanding how our attitudes, beliefs and values impact what we do.

Symbols	Total Symbols	Percent
Child Input ☆ ! ☆ ☆ ☆		%
Family Input ○		%
Educator Input △ ☆ ☆ ☆		%

Count the symbols on your curriculum, add and divide by the total to get the %
Evaluate - were you happy with the % of the symbols? Yes No

Mon	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day					Best ever day					
Tues	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day					Best ever day					
Wed	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day					Best ever day					
Thurs	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day					Best ever day					
Fri	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day					Best ever day					

Reflect

NQS

1.2.3, 4.2.2, 7.2.3

How does an understanding of the way the brain develops help you respond to children's emotional responses?

Critical Reflection - Individual Children

Definition - Critical reflection means looking at practices from different perspectives eg through the eyes of children and families, from different theoretical viewpoints, taking into account social, ethical and equity issues, and understanding how our attitudes, beliefs and values impact what we do.

Step 1. What have your critical reflections revealed?

Step 2. In dot point form, list the things that you have changed or implemented as a result of this week's learning activities and reflective processes. Remember to use these dot points to tell and show the assessor how critical reflection has changed your practice

Child's Name: Tyson Date: 31.7.17

Tyson has a new baby brother. His behaviour has changed a lot since the baby was born.

Reflection

- Used our emotion faces to help Tyson name how he was feeling
- Implemented some teaching strategies to help Tyson manage his new situation as big brother eg Mum might have time to keep reading a book before bed if you can help her look after the baby

Child's Name: Date:

Reflection

Child's Name: Date:

Reflection

Week 23 31 July to 4 August 2017

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Week 23 31 July 2017 to 4 August 2017 - QIP Suggestions - complete and copy this into your QIP

Key improvements sought for QA5 Relationships with children

Strengths	Use the weekly learning activities to complete this section.
------------------	--

Element 5.2.2	Exceeding Rating Each child is consistently encouraged and supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts
Identified issue	Use the weekly learning activities to complete this section.

Improvement plan

Date	Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
31.7.17	5.2.2	Educators can: <ul style="list-style-type: none"> help children identify their emotions can implement strategies to help children manage their emotions 		Read information about emotional development of children's brain in CS activities. Use emotion faces to help children identify emotions. Implement strategies to help children manage their emotions eg <ul style="list-style-type: none"> emotions book including photos and how to deal with emotions naming emotion, finding that emotion face, let child explain why they're feeling like that, ask child to find emotion face showing how they'd like to feel, teach child new strategies for emotions EL teaches educators specific skills to help manage children's emotions/behaviour eg using word 'listen', never yelling, maintaining eye contact, counting down from 10 to 1	Educators can: <ul style="list-style-type: none"> help children identify their emotions can implement strategies to help children manage their emotions Children's behaviour improves	August and ongoing	

NQS PROFESSIONAL DEVELOPMENT TOOLKIT

Here are videos of a centre using Centre Support. Click the links to watch.

How Centre Support helps Nominated Supervisors <https://vimeo.com/205357041>

Centre Support's resources <https://vimeo.com/205520768>

How Centre Support helps an experienced Room Leader <https://vimeo.com/205358172>

How Centre Support helps a new Room Leader <https://vimeo.com/205357625>

Sam the new trainee talking about the learning she has gained from Centre Support

<https://vimeo.com/205521383>

Expressing and exploring ideas is a magnificent way for children to learn.

We are sensitive to how children feel during the day and change our approach as needed.

The more actively engaged children are, the stronger the learning bond.

I'm still learning to communicate my needs and feelings, can you help me?

No anger
No physical force
No isolation
No humiliation
No threat
No shouting

Just positive guidance.

Give attention to each child. Help children to become happily involved in groups or by themselves.

Children love to laugh. Let's encourage more of it.

When I explore I sometimes leave a mess. And that's okay, I'm just learning.

Cooperation - that's how we do it best.

We all work best when we set the rules together.

Are you modelling positive behaviours with peers?

We learn by watching adults.

Learning to manage feelings starts when adults help us to recognise and label them.

It's okay for children to prefer one staff member over another.

Sometimes disputes can start if there isn't enough material.

How would that feel for somebody else?

Do you acknowledge good behaviour?

To avoid frustration you may need to assist children when necessary.

Appreciate the pleasure they derive from independence and competence.

Children need to learn many techniques for dealing with conflict. Try a role play and show appropriate behaviour.

Don't forget about your work colleagues. They may need a little support too.

Families may need guidance strategies. How could you delicately raise this with them? What support material can you provide?

Encourage empathy among children. Develop problem solving skills which assist in conflict resolution.

Remember to be:

- Sensitive and supportive.
- Aware and caring.
- Perceptive and encouraging.
- Responsive and helpful.
- Receptive and kind.

Speak positively in front of children. Convey patience, genuine interest and respect.

All Topics (Alphabetical)

TOPIC	NQF POLICY Where to locate
A	
Abuse and Neglect	Child Protection Policy
Administration of Authorised Medication by the Service Form Administration of Authorised Medication Record Form	Administration of Authorised Medication Policy
Alcohol	Tobacco, Drug and Alcohol Policy
Allergy Management	Medical Conditions Policy
Administration of First Aid	Incident, Injury, Trauma and Illness Policy
Anaphylaxis Management	Medical Conditions Policy
Animal and Pet Guidelines	Animal and Pet Policy
Anti-Bias	Relationships With Children Policy
Asthma	Administration of Authorised Medication Policy
Asthma Management	Medical Conditions Policy
Authorisations (Acceptance and Refusal)	Acceptance and Refusal of Authorisations Policy
Authorisation for Excursion Form	Excursion Policy
B	
Back Care and Manual Handling	Physical Environment (Workplace Safety, Learning and Administration) Policy
Beds, Cot and Sleeping Areas Checks	Sleep, Rest, Relaxation and Clothing Policy
Behaviour Guidance	Relationships with Children Policy
Bikes	Bike Safety Policy
Birthday Cakes	Health, Hygiene and Safe Food Policy
Biting	Relationships with Children Policy
Blood Spill Procedure	Health, Hygiene and Safe Food Policy
Bottles	Food, Nutrition and Beverage Policy
Breastfeeding, Breast Milk and Bottle Warming	Food, Nutrition and Beverage Policy
Bullying	Relationships with Children Policy
Buses (more than 12 seats)	Transportation Policy
Bush Fires	Bush Fire Policy
C	
Catering for Children with Overseas Immunisation Records	Immunisation and Disease Prevention Policy
Cert III and Diploma Qualification Requirements	Staffing Arrangements Policy
Chemical Spill Procedure	Chemical Spills Policy
Children's Clothing	Sleep, Rest, Relaxation and Clothing Policy
Child Safe Environment	Physical Environment (Workplace Safety, Learning and Administration) Policy
Choosing Appropriate Resources and Equipment	Physical Environment (Workplace Safety, Learning and Administration) Policy



Cleaning of Buildings, Premises, Furniture and Equipment	Physical Environment (Workplace Safety, Learning and Administration) Policy
Cleaning Schedule	Physical Environment (Workplace Safety, Learning and Administration) Policy
Clothing	Sleep, Rest, Relaxation and Clothing Policy
Code of Conduct	Educator and Management Policy
Code of Conduct (Child Protection)	Child Protection Policy
Collection and delivery of children	Physical Environment (Workplace Safety, Learning and Administration) Policy
Communicating with Families	Sleep, Rest, Relaxation and Clothing Policy
Complaints (also refer to Grievances under G in this table, too)	Grievance Policy
Computer and Related Technology Usage	Technology Usage Policy
Confidentiality and Storage of Records	Record Keeping and Retention Policy
Consultation, Cooperation and Coordination	Work Health and Safety Policy
Continuity of Care	Continuity of Education and Care Policy
Cots	Sleep, Rest, Relaxation and Clothing Policy
Cystic Fibrosis	Cystic Fibrosis Policy
D	
Death of a Child Procedure	Death of a Child
Delivery and Collection of Children	Delivery and Collection of Children Policy
Dental Accidents Dental Hygiene and Care	Health, Hygiene and Safe Food Policy
Detergents	Physical Environment (Workplace Safety, Learning and Administration) Policy
Determining the Responsible Person Present	Staffing Arrangements Policy
Diabetes	Medical Conditions Policy
Diploma Qualification Requirements	Staffing Arrangement Policy
Diseases	Infectious Diseases Policy
Disinfectants	Physical Environment (Workplace Safety, Learning and Administration) Policy
Drivers	Transportation Policy
Drugs	Tobacco, Drug and Alcohol Policy
Duty of Care	Work Health and Safety Policy
E	
Early Childhood Teacher (ECT) Requirements	Staffing Arrangements Policy
Early Years Learning Framework (EYLF)	Education, Curriculum and Learning Policy
Educator Meetings	Educator and Management Policy
Educator Interactions	Educator and Management Policy
Educators Returning From Extended Leave	Educator and Management Policy
Educator Stress Management Guidelines	Educator and Management Policy
Educator Training and Qualifications	Medical Conditions Policy



Electrical Tagging	Physical Environment (Workplace Safety, Learning and Administration) Policy
Emergency Administration of Medication	Administration of Authorised Medication Policy
Emergency Contact Procedure	Emergency Service Contact Policy
Emergency Evacuation Procedures and Drills	Emergency Management and Evacuation Policy
Emergency Involving Anaphylaxis or Asthma	Administration of Authorised Medication Policy
Employment of Regular Educators	Continuity of Education and Care Policy
Enrolment	Enrolment Policy
Enrolment Checklist	Enrolment Policy
Enrolment Prerequisites	Enrolment Policy
Environmental Sustainability and our Curriculum	Environmental Sustainability Policy
Ethical Code of Conduct	Educator and Management Policy
Equipment	Physical Environment (Workplace Safety, Learning and Administration) Policy
Evacuation	Emergency Management and Evacuation Policy
Exclusion Periods	Immunisation and Disease Prevention Policy
Excursions	Excursion Policy
Excursion Transport	Transportation Policy
EYLF Learning Outcomes	Education, Curriculum and Learning Policy
F	
Faeces Spill Procedure	Health, Hygiene and Safe Food Policy
Family Involvement	Parental Interaction and Involvement in the Service Policy
Fees and Charges	Fees Policy
Fevers	Infectious Diseases Policy
Fire Danger Ratings	Bush Fire Policy
Fire Equipment	Emergency Management and Evacuation Policy
First Aid Kit Guidelines	Incident, Injury, Trauma and Illness Policy
First Aid Kit Checklist	
Food and Beverages	Food, Nutrition and Beverage Policy
Food Preparation and Food Hygiene Procedure	Health, Hygiene and Safe Food Policy
Food Safety, Temperature Control and Transport Procedure	
Food Storage Procedure	
Furniture	Physical Environment (Workplace Safety, Learning and Administration) Policy
G	
General Transport Guidelines	Transportation Policy
Governance	Governance Policy
Grievance Guidelines	Grievance Policy
Grievance Notification Guidelines	Incident, Injury, Trauma and Illness Policy
Group Relationships	Relationships with Children Policy



Groupings	Physical Environment (Workplace Safety, Learning and Administration) Policy
Guidelines for Seatbelts and Restraints	Transportation Policy
H	
Hand Washing Procedure	Health, Hygiene and Safe Food Policy
Head Lice	Head Lice Policy
Health and safety representatives Health and Safety Committees	Work Health and Safety Policy
Healthy Living	Food, Nutrition and Beverage Policy
Heat	Physical Environment (Workplace Safety, Learning and Administration) Policy
Hygiene	Health, Hygiene and Safe Food Policy
I	
Identifying Children with Medical Conditions	Medical Conditions Policy
Illness Record	Incident, Injury, Trauma and Illness Policy
Immunisation Children and Educators	Immunisation and Disease Prevention Policy
Immunisation Records Immunisation Related Payments for Parents - Child Care Benefit	Immunisation and Disease Prevention Policy
Incident, Injury, Trauma and Illness Record	Incident, Injury, Trauma and Illness Policy
Inclusion	Relationships with Children Policy
Infectious Diseases	Infectious Diseases Policy
Injury Policy	Incident, Injury, Trauma and Illness Policy
Insurance	Excursion Policy
Interactions with Children	Relationships with Children Policy
J	
Job Description for Cooks	Health, Hygiene and Safe Food Policy
Job Descriptions for Educators	If you need assistance call or email us DJMIR on (02) 6236 8966 or djm@djm.com.au . As Centre Support does not provide Industrial Relations advice, we recommend that you contact David Morphett from DJMIR for more information.
K	
Kitchens	Physical Environment (Workplace Safety, Learning and Administration) Policy
L	
Learning Environments	Additional Needs Policy
Learning and Play	Education, Curriculum and Learning Policy
Learning and Transitions	Continuity of Education and Care Policy
Length of Time Records must be Kept	Record Keeping and Retention Policy
Lockdown	Lockdown Policy



Lock Up Procedures	Lock Up Policy
M	
Management	Governance Policy
Management Interactions and Responsibilities	Educator and Management Policy
Managing Breaches	Child Protection Policy
Manual Handling	Physical Environment (Workplace Safety, Learning and Administration) Policy
Medical Conditions Risk Minimisation Plan	Medical Conditions Policy
Medication	Administration of Authorised Medication Policy
Minimising Potentially Dangerous Substances	Physical Environment (Workplace Safety, Learning and Administration) Policy
N	
Nappy Change Procedure	Health, Hygiene and Safe Food Policy
Nits	Head Lice Policy
Notification of a Serious Incident	Death of a Child
Notification of Death, Serious Injury or Illness	Work Health and Safety Policy
Notification of serious incidents and complaints	Incident, Injury, Trauma and Illness Policy
Nutrition	Food, Nutrition and Beverage Policy
O	
OHS	Work Health Safety Policy
On-going Maintenance	Physical Environment (Workplace Safety, Learning and Administration) Policy
Open Doors	Parental Interaction and Involvement in the Service Policy
Orientation for Children	Orientation for Children Policy
Orientation for Educators	Educator and Management Policy
Overdue Fees	Fees Policy
P	
Parental and Family Involvement Parent Communication Parent Grievances Parent Questionnaire Parent Survey	Parental Interaction and Involvement in the Service Policy
Photography	Photography Policy
Physical Activity	Physical Activity Promotion Policy
Play Dough	Health, Hygiene and Safe Food Policy
Poison Safety Checklist	Physical Environment (Workplace Safety, Learning and Administration) Policy
Positively Promoting Each Child's Personal Ability	Additional Needs Policy
Priority of Access Guidelines	Enrolment Policy
Privacy	Privacy and Confidentiality Policy
Professional Development Requirements	Educator and Management Policy
Professional Support Services for Children	Additional Needs Policy

**Q**

Qualifications for Educators	Staffing Arrangements Policy
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R

Ratings	National Quality Framework Policy
Ratios	Staffing Arrangements Policy
Rearranging, Adding or Removing Furniture	Physical Environment (Workplace Safety, Learning and Administration) Policy
Recommended Minimum Periods of Exclusion	Infectious Diseases Policy
Records Relating to Enrolled Children Records to be Kept in Relation to Staff	Record Keeping and Retention Policy
Recruitment, Selection, Management and Training of Educators and Volunteers	Child Protection Policy
Responsible Person Present	Staffing Arrangements Policy
Rest environment	Sleep, Rest, Relaxation and Clothing Policy
Road Safety	Transportation Policy
Rostering	Staffing Arrangements Policy
Routine to Promote Continuity	Continuity of Education and Care Policy

S

Safe Refuge Kit	Bush Fire Policy
Safe Storage and Heating of Babies Bottles	Food, Nutrition and Beverage Policy
Safety Checks	Physical Environment (Workplace Safety, Learning and Administration) Policy
Sand Pit	Sand Pit Policy
Seatbelts	Transportation Policy
Service Privacy Guidelines	Privacy and Confidentiality Policy
Service Structure	Governance Policy
Sign-In / Sign-Out	Physical Environment (Workplace Safety, Learning and Administration) Policy
Smoking	Tobacco, Drug and Alcohol Policy
Social Media	Social Media Policy
Soiled Items	Physical Environment (Workplace Safety, Learning and Administration) Policy
Sleep and Rest	Sleep, Rest, Relaxation and Clothing Policy
Sleepwear	Sleep, Rest, Relaxation and Clothing Policy
Small Buses (9 to 12 seats)	Transportation Policy
Staff Meetings	Educator and Management Policy
Standards	National Quality Framework Policy
Statement of Commitment	Child Protection Policy
Sterilisation of Bottles Sterilisation of Dummies/Pacifiers	Health, Hygiene and Safe Food Policy
Storage of Medication	Administration of Authorised Medication Policy
Storage of Records	Record Keeping and Retention Policy
Students	Educator and Management Policy
Sun Protection	Physical Environment (Workplace Safety,



	Learning and Administration) Policy
Supervised Self-Administration of Medication by Children over Preschool Age	Medical Conditions Policy
Supervision of Services (determining the responsible person present)	Staffing Arrangements Policy
Supporting Children through Difficult Situations	Relationships with Children Policy
Survey for Families	Parental Interaction and Involvement in the Service Policy
Sustainability	Environmental Sustainability Policy
T	
Tagging Electricals	Physical Environment (Workplace Safety, Learning and Administration) Policy
Technology	Technology Usage Policy
Television and DVD Player Usage	Technology Usage Policy
Template Risk Management Plan	Child Protection Policy
Tobacco, Drug and Alcohol	Tobacco, Drug and Alcohol Policy
Toileting Procedure	Health, Hygiene and Safe Food Policy
Toy Cleaning	Physical Environment (Workplace Safety, Learning and Administration) Policy
Transitions	Continuity of Education and Care Policy
Transition Transition from one room to another Transition to school	Orientation for Children Policy
Transport Considerations	Excursion Policy
Trauma Record	Incident, Injury, Trauma and Illness Policy
U	
Unenrolled Children	Unenrolled Children Policy
Urine Spill Procedure	Health, Hygiene and Safe Food Policy
V	
Vehicles	Transportation Policy
Visitors	Educator and Management Policy
Volunteers	Educator and Management Policy
Vomit Spill Procedure	Health, Hygiene and Safe Food Policy
W	
Water Safety	Physical Environment (Workplace Safety, Learning and Administration) Policy
Work Experience	Educator and Management Policy
Work Health Safety (WHS)	Work Health Safety Policy
Work Health and Safety (WHS) requirements for incidents	Incident, Injury, Trauma and Illness Policy

Environmental Sustainability Policy

NQS

QA3	3.3.	The service takes an active role in caring for its environment and contributes to a sustainable future.
	3.3.1	Sustainable practices are embedded in service operations
	3.3.2	Children are supported to become environmentally responsible and show respect for the environment.

QA6	6.1.2	Families have opportunities to be involved in the service and to contribute to service decisions.
	6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.
	6.3.1	Links with relevant community and support agencies are established and maintained
	6.3.4	The service builds relationships and engages with their local community.

EYLF

LO2	Children become socially responsible and show respect for the environment
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Aim

Our service aims to help children learn about and implement sustainable practices and foster respect and care for the living and non-living environment.

Implementation

Children develop positive attitudes and values about sustainable practices by engaging in learning experiences, joining in discussions that explore solutions to environmental issues, and watching adults model sustainable practices. Children learn to live interdependently with the environment.

Environmental Sustainability and our Curriculum

- Our educators will promote a holistic, open ended curriculum which explores ideas and practices for environmental sustainability and helps children understand the interdependence between people and the environment by:
 - connecting children to nature through art and play and allowing children to experience the natural environment through natural materials like wood, stone sand and recycled

materials, plants including native vegetation, trickle streams or ponds, nesting boxes, a potting bench with gardening tools and watering cans.

- developing education programs for water conservation, energy efficiency and waste reduction.
- celebrating childrens' environmental knowledge and sustainable activities.
- involving children in nature walks, education about plants and gardening and growing plants and flowers from seed.
- engaging children in learning about the food cycle by growing, harvesting, and cooking food for our service kitchen.
- using resource kits and information on environmental issues from the Better Business Partnership or resources targeted at early childhood services such as "The Little Green Steps" Resource kits on Water, Waste and Wildlife.
- enlisting the help of groups with expertise in environmental issues, for example bush care groups, wildlife rescue groups, Clean Up Australia, to deliver elements of our sustainability program
- acknowledging and celebrating environmental awareness events like Clean Up Australia Day and Walk to School Day.

The Role of Educators

- Our educators will model sustainable practices by embedding sustainability into all aspects of the daily running of our service operations including:
 - recycling materials for curriculum and learning activities
 - minimising waste and effectively using service resources
 - turning off equipment and lights when not in use
 - using the least hazardous cleaning substance appropriate for the situation, for example, ordinary detergent for cleaning dirt from tables and other surfaces.
 - composting
 - maintaining a worm farm
 - maintaining a no dig vegetable/herb garden
 - incorporating water wise strategies such as drip irrigation and ensuring taps are turned off and leaks fixed.
 - using food that we have grown in meals on our weekly menu
 - implementing environmentally friendly pest management

Partnerships with Families and the Community

- Our educators will facilitate collaborative partnerships with local community groups, government agencies and private companies to enhance and support childrens' learning about sustainable practices. We will share their brochures and fact sheets on sustainable practices like recycling, saving water and power and green cleaning with our children and their families. Families will be encouraged to participate in decision making and information sharing about

environmental sustainability through **our newsletters, parent input forms, wall displays, meetings.**

The NSW Early Childhood Environmental Education Network has resources which may assist Early Childhood Services to identify and work towards an Environmentally Sustainable Service. The Network's website also has links to many organisations and Government agencies that provide information on sustainable practices at <http://www.eceen.org.au/links.htm>

Source

**National Quality Standard
Early Years Learning Framework
Climbing the little green steps 2007: Gosford and Wyong Councils
NSW Early Childhood Environmental Education Network**

Review

The policy will be reviewed annually.


The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Last reviewed: <insert date here>

Date for next review: <insert date here>

CHECKLIST PACKAGE

Indoor or Outdoor Storage Checklist		 Director
Element 2.3.2	Every Reasonable precaution is taken to protect children from any harm and any hazard likely to cause injury.	
Educators Name:		Date:
Nominated Supervisor's Name:		

yes	no	N/A	Are the facilities secure and inaccessible to children?
yes	no	N/A	Do the facilities have locks on them (recommended)?
yes	no	N/A	Are the doors in good working order?
yes	no	N/A	Are the light fittings adequate, clean and free of dust?
yes	no	N/A	Does the layout give educators space to work and move freely?
yes	no	N/A	Are the drawers and cupboards closed immediately after use?
yes	no	N/A	Can all of the objects in the area be lifted and removed safely? (there should be no objects stored in front of the shelving)
yes	no	N/A	Are heavy items kept on lower shelves?
yes	no	N/A	Are all loose objects secured on the shelves?
yes	no	N/A	Are light objects on the top shelf?
yes	no	N/A	Are storage containers correctly labelled?
yes	no	N/A	Are most of the objects stored between shoulder and knee height?
yes	no	N/A	Are there any objects such as toys and wheeled items that can roll off a shelf?
yes	no	N/A	Is the paper and cardboard stacked so it doesn't slip off a shelf?
yes	no	N/A	Is a step ladder provided?
yes	no	N/A	Are there step ladder signs or symbols to identify shelving that requires the use of a step ladder?
yes	no	N/A	Is all food stored outside the storage area ie play dough material?
yes	no	N/A	Is the shelving stable?

Centre Support

Centre-Based ORDER FORM



Centre Support Pty Ltd

NQS PROFESSIONAL DEVELOPMENT TOOLKIT - \$1500

Upfront

Monthly (12 x \$125)

OR

POLICY PACKAGE with 12 mths updates - \$500 (\$20 for a disk - optional)

CHECKLIST PACKAGE - \$250 (\$20 for a disk - optional)

NQS PROFESSIONAL DEVELOPMENT TOOLKIT RENEWAL - \$1200

Upfront

Monthly (12 x \$100)

COMPLIANCE AUDIT

CURRICULUM AUDIT

SUSTAINABILITY AUDIT

WHS AUDIT

FOOD AND HYGIENE AUDIT

Audit prices:

- 1 room \$490 (2.0 hour audit)
- 2 rooms \$560 (2.5 hour audit)
- 3 rooms \$630 (3.0 hour audit)
- 4 rooms \$700 (3.5 hour audit)
- 5 rooms \$770 (4.0 hour audit)
- 6 rooms \$840 (4.5 hour audit)
- 7 rooms \$910 (5.0 hour audit)
- 8 rooms \$980 (5.5 hour audit)

NQS Professional Development Toolkit includes:

- Weekly Learning Activities to build your QIP
- Assessment and Rating Preparation Pack
- Policy Package with Policy Updates for 12 months
- Checklist Package
- EYLF Curriculum implementation templates
- Full NQS resources, templates and posters
- Full phone and email support
- Access to Members Only area of our website
- Discounted In-service Professional Development

Policy Package includes:

- A full set of comprehensive policies referenced and written to state and national regulations, NQS and EYLF by our full time Policy Writer that you can adapt to suit your service.

Checklist Package includes:

- Assist in identifying areas for improvement throughout your centre and are a great way to build your QIP.

Audits include:

- An instant result as well as an action and support plan
- Our trainers tell you what you are doing well and identify areas for improvement with action plan to assist in achieving exceeding.

PROFESSIONAL DEVELOPMENT - please call 1800 440 102 to inquire

INSERVICE - \$890 for two hours for up to 25 educators

an additional \$35 per educator thereafter (travel costs may occur for centres outside metropolitan areas)

COACHING SUPPORT - \$225 per hr for a minimum of 3 hrs

(travel costs may occur for centres outside metropolitan areas)

SEMINARS - \$129 per person (visit <http://www.centresupport.com.au/training-opportunities/> for our training calendar to book online or call Narelle on 1800 440 102)

TOTAL:

By completing this order/payment form, you are agreeing to Centre Support's Service Agreement. Please click here to view our Service Agreement or visit www.centresupport.com.au/long-day-care

Centre Support Pty Ltd ABN: 29 132 937 538

T: 1800 440 102 F: 1800 308 029 E: admin@centresupport.com.au W: centresupport.com.au

Centre details and payment



Centre Support

Centre Name:

Approved Provider:

Nominated Supervisor:

Centre's phone: Mobile:

Email:

Centre's Address:

Suburb/Town: State: Post Code:

**To use your
Credit Card
please
complete
this section**

VISA MasterCard AMEX Diners

Card Number: CSV

Expiry Date: Card Holder Name:

Signature Date
DD/MM/YYYY

I / We authorise Centre Support Pty Ltd to debit my/our account at the Financial Institution identified above in accordance to the Payment Details stated above and as per the Service Agreement provided. Fees / Charges : Visa/Mastercard 1.64% (min \$0.99) Amex/Diners 4.4% (min \$0.99)

**To debit
your
Bank
Account
please
complete
this section**

Financial Institution:

Account Name:

BSB: Account No:

Signature Date
DD/MM/YYYY

I/We authorise Centre Support Pty Ltd to debit my/our account at the Financial Institution identified above in accordance to the Payment Details stated above and as per the Service Agreement provided.

**For EFT (transfer from your bank account)
please use these details below**

Please use your centre name as reference
BSB: 112 879
Account: 156 111 217
Account Name: Centre Support Pty Ltd

**To pay by cheque, please post the cheque to
this address below with a copy of this form**

Centre Support Pty Ltd
PO Box 3378
BANGOR NSW 2234

Office Use Only

Invoice is required before payment can be made YES NO

Completed by:

Payment received date: