














# How to best use Centre Support




Below is a simple table outlining days to complete tasks, who is to complete task and time to complete tasks.

DAYS	DESCRIPTION	STEP 1	STEP 2	STEP 3	TIME
FRIDAY MORNING	Login to the Members Area and print tasks for your educators. Take them to the room(s) in preparation to start Monday. Each room needs one copy of the Educator Tasks.	 Nominated Supervisor	 Login to Centre Support	 Print NQS tasks	10 - 15 mins
MONDAY	The room leader is to ensure all educators read and talk about the Educator Tasks during the next two days.	 Room Leader reads Educator Tasks	 Educators read NQS tasks		5 - 10 mins
TUESDAY	During the day and rest time all educators should start talking about the NQS tasks with each other and how they will answer the reflective questions.	 Educators talk about NQS tasks	 Educators start NQS tasks		5 - 10 mins
WEDNESDAY	During rest time all educators ideas are to be entered onto the Educator Tasks. If there are questions or further information is required watch the YouTube training videos.	 All Educators complete NQS tasks	 Educators watch YouTube Training videos if required		10 - 15 mins
THURSDAY	Ensure all Educator Tasks are completed. Issues identified can be immediately fixed or a plan can be put in place to address the issues. This process can be included into staff meetings.	 Room Leader ensures all tasks are completed			5 mins
FRIDAY AFTERNOON	Collect the NQS task from each room and complete your weekly QIP using the answers from your educators.	 Nominated Supervisor collects NQS tasks	 Use educator answers to complete QIP	 Nominated Supervisor has a weekend	20 -25 mins

Do your job well, achieve exceeding, but don't take it home. Your family deserves better. That's what Centre Support offers you.

# Friday Morning

## How to best use Centre Support's resources. Getting prepared on Friday Morning (How to Login)

DAYS	DESCRIPTION	STEP 1	STEP 2	STEP 3	TIME
<b>FRIDAY MORNING</b>	Login to the Members Area and print tasks for your educators. Take them to the room(s) in preparation to start Monday. Each room needs one copy of the Educator Tasks.	 Nominated Supervisor	 Login to Centre Support	 Print NQS tasks	<b>10 - 15 mins</b>

The follow was written by Val Tillett, Nominated Supervisor and part time employee of Centre Support. Val's centre was assessed in 2012 and received EXCEEDING in all areas.

### Set your expectations as a Nominated Supervisor/Director.

It is not critical reflection if all educators do not contribute to discussion and the tasks. Educators should have a good understanding of what has been reflected upon and what is in your QIP. At the assessment and rating visit all educators can be asked about the reflective practice of the service, the content of the QIP, and the documented practices of the service. If educators are not involved they will not know!

A Centre Support week starts on a Friday when the tasks are ready to download from the Members Area of the Centre Support website.

LINK:

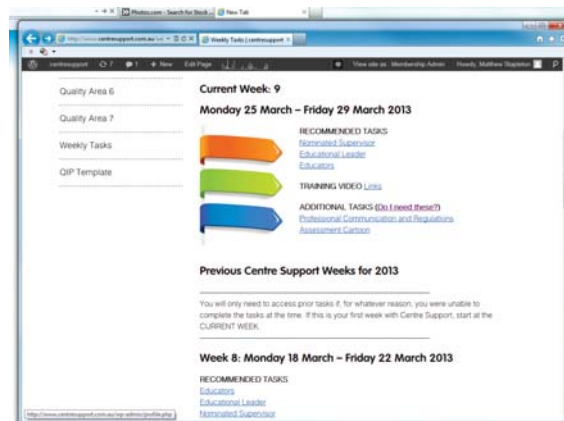
<http://www.centresupport.com.au/members-login/>

Click the LOGIN button (top left-hand corner).

**USERNAME:** Each service has ONE login only. Your username is the email address used by the service to receive to Weekly Tasks.

**PASSWORD:** test1234

**YOU MUST** change your password when you log in for the first time. You can do this using the 'My Account' tab once logged in.



### Read all attachments



The core tasks will be listed on the website each week as 'Nominated Supervisor', 'Educational Leader' and 'Educators'. These tasks are recommended.

'Professional Communication' and 'What do the Regs Say' tasks are **OPTIONAL**. Not all educators will need to use the sheets and be used at staff meetings. They will improve the practices of your educators.

**YouTube Training Video Links** are also **OPTIONAL**, but your educators gain a greater in depth understanding of the element. I personally listen to the videos on my phone when I drive to work.

# Monday

Become familiar with and read the tasks during the day

DAYS	DESCRIPTION	STEP 1	STEP 2	TIME
<b>MONDAY</b>	The room leader is to ensure all educators read and talk about the Educator Tasks during the next two days.	 Room Leader reads Educator Tasks	 Educators read NQS tasks	<b>5 - 10 mins</b>

'Educators' include all staff at the service who work with the children: trainees, Certificate III educators, Diploma qualified educators and early childhood teachers.

All educators are to read the sheets during the day. Try reading them to the children. See what they have to say. Make children work for you!

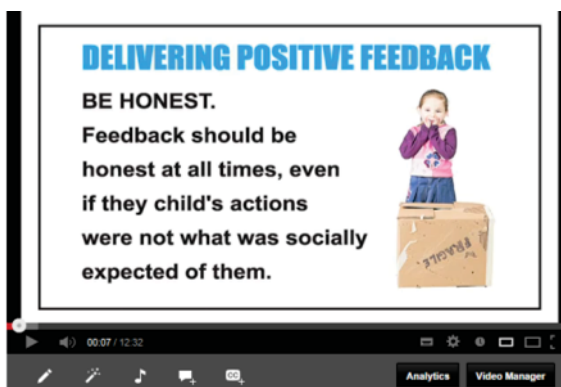
Remember the NQS elements are directly linked to the EYLF and MTOP (for OSHC). Therefore programming time is a great time to further your understanding of the NQS by watching the YouTube Training Video Links.

### UNSURE?

1. If you are unsure of any content use the YouTube Training Video Links to help you gain a deeper understanding.
2. If you're still unsure, after reading thoroughly and viewing all associated videos, email or contact your Nominated Supervisor.
3. If the Nominated Supervisor is unsure please contact the Centre Support office via email – [admin@centresupport.com.au](mailto:admin@centresupport.com.au) or by phone on 1800 440 102.





Reflective practice is crucial for the NQS and the EYLF. These tasks help you achieve reflective practices for both. All educators should be heard and contribute, as all educators will be expected to enact the practice and procedures that have been reflected upon for the NQS and EYF. It is not critical reflection if only one person reflects!



# Tuesday

Talk with educators and clarify your ideas and practice.

DAYS	DESCRIPTION	STEP 1	STEP 2	TIME
<b>TUESDAY</b>	During the day and rest time all educators should start talking about the NQS tasks with each other and how they will answer the reflective questions.	 Educators talk about NQS tasks	 Educators start NQS tasks	<b>5 - 10 mins</b>

Critical reflection involves a team of educators being critical and sharing alternative points of view. When you reflect as a team, some educators will learn, some will be reminded of practice, some will see ways to improve and some will see what we should be doing and need to change. Some educators will celebrate what they are doing well!

Some educators/rooms may identify issues that can be addressed immediately.



These can be as simple as adding warning signs, placing a procedure in a bathroom, getting to know the name of each child's parents.

The assessors have been trained to be objective, but you need to confidently show them and talk about how your policies and practices are embedded into everything you do.

"I had a great talk with a former Centre Support employee who is now an assessor and she said - "We are trained to be objective and we are looking for the difference between the key words Usually supported, is supported and is consistently encouraged". Make sure your policies and practices are embedded into everything you do! It's so important" - Matthew Stapleton.

Answer any questions about their tasks as needed, ensure all are involved in reflection and assign a Room Leader to oversee their completion. Check that the Room Leader does not do them herself/himself as this will not build knowledge or critical reflection of practice across your entire team.

# Wednesday

If in doubt watch the YouTube video links.  
A great tool to further your knowledge.

DAYS	DESCRIPTION	STEP 1	STEP 2	TIME
<b>WEDNESDAY</b>	During rest time all educators ideas are to be entered onto the Educator Tasks. If there are questions or further information is required watch the YouTube training videos.	 All Educators complete NQS tasks	 Educators watch YouTube Training videos if required	<b>10 - 15 mins</b>

Tips from Witonga Cres Child Care Centre. Hear how they do it -

- Identified issues for your QIP. This information can go directly onto your QIP.
- What did we learn or discover that we are doing well?
- What can we improve on and how can we get there?

This has been helpful for us, our educators really focus on the tasks rather than being distracted by language and format.

Adding the philosophy to the curriculum evaluation and reflection really helps educators to deeply engage in the Centre's philosophy. They are using it and contributing to it as well as being able to clearly articulate how it is engrained in every aspect of the practice.

The YouTube videos and training bring it all together. Not every educator will need to watch every video. We use them to train some educators and to inspire others. When educators watch the videos at programming and the come back together and discuss the results of varied views and contexts, which can create some fascinating discussions about practice and learning.



Be creative with your time! We listen to the YouTube videos in our cars, in the kitchen while we prepare meals and use ones relevant to everyone at educator meetings. The links are emailed to staff personal email addresses so that they can access them on their phones or at a time convenient to them.

### Professional Communication

This task is optional however an asset to any team or educator that needs support in improving literacy skills. Consider how many times a parent is unhappy about the incorrect grammar or spelling in a learning story, a notice or a description of a photo? Some educators need this help so use the Professional Communication task to your advantage.

### What do the regulations say?

With the regulations being quite new still it can be helpful for educators and yourself to build up and test your knowledge using this task. It may be distributed as you wish or used as a great challenge for your educators at their next staff meeting. Try it!!!

Tips provided by Witonga Cres Child Care Centre.

# Thursday

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Finalise tasks and ensure they have been completed.

DAYS	DESCRIPTION	STEP 1	STEP 2	TIME
<b>WEDNESDAY</b>	Ensure all Educator Tasks are completed. Issues identified can be immediately fixed or a plan can be put in place to address the issues. This process can be included into staff meetings.	 Room Leader ensures all tasks are completed	 Educators watch YouTube if required	<b>10 - 15 mins</b>

Tips from Witonga Cres Child Care Centre

“Our Key to Success with the Weekly Tasks and QIP:

The tasks work for us because everyone understands the role they play in our setting. We have to build a Quality Improvement Plan and we want everyone to be involved in the process. No wants improvement or change to move along without them.




Educators understand that the tasks form their contribution to the service, they have to be honest and sometimes harsh, and this gives them a constructive outlet to do so.

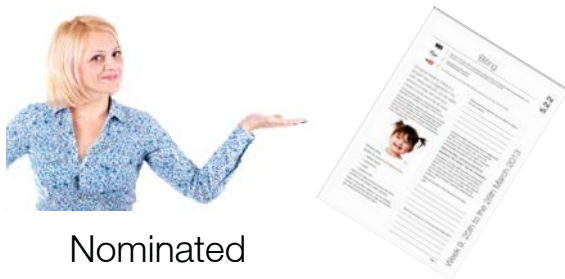
Try giving educators a blank page of the QIP and template and see if they know what to write. Trying to do this off the top of their heads will be completely overwhelming. Then give them a week of tasks as adding the Centre Support tasks to this picture takes away all the doubt, all the confusion and makes the path a clear and constructive one. From one week of the tasks you will then have educators giving you back pages full of information.”

Tips provided by Witonga Cres Child Care Centre.

# Friday Afternoon

Complete QIP. Step by step, week by week. No mad rush. That's Centre Support.

DAYS	DESCRIPTION	STEP 1	STEP 2	STEP 3	TIME
<b>FRIDAY AFTERNOON</b>	Collect the NQS task from each room and complete your weekly QIP using the answers from your educators.	 Nominated Supervisor collects NQS tasks	 Use educator answers to complete QIP	 Nominated Supervisor has a weekend	<b>20 -25 mins</b>



## Nominated Supervisor collects NQS tasks

Collect completed tasks on Friday afternoon. I collate the information from all rooms and update then assess improvement/ issues and strengths.

Identify strengths of the service (the things that you have found that you are doing well after completing the tasks) and note these into the identified strengths section on the QIP. Your Centre Support QIP Templates will provide more structure and additional instructions.

Any outstanding identified issues (that remain an issue at the end of the week) need to be raised at the next meeting including staff meetings, parent/committee/management meetings and a plan of action (steps to address) with a date of expected completion added to your QIP. Again, your Centre Support QIP Templates will provide more structure and additional instructions.

Week 9 25th March to 29th March 2013 - QIP Suggestions - complete and copy this into your QIP

Key improvements sought for QIP relationships with children:

Strength	Element 5.2.2	Identified issue	Improvement plan														
5.2.2 Use the weekly sheets to complete this section. You can copy and edit directly from the answers you give to 'What did we learn or discover that we are doing well?' (This week your strengths may be that you manage children's aggression or positive behaviour well through implementing appropriate strategies, like modelling appropriate behaviour and professional conduct in appropriate professional scenarios.)	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.	5.2.2 Use the weekly sheets to complete this section. You can copy and edit directly from the answers you give to 'What can we improve on and how can we get there?' on page 3 and 5. (This week your identified issue may be that you're not implementing one of the suggested strategies for managing hitting or holding. If so, write down the below.)	<table border="1"> <thead> <tr> <th>Standard/Element</th> <th>What actions in your area will...</th> <th>Priority</th> <th>How will we get this achieved? (Steps)</th> <th>Success measures</th> <th>By when?</th> <th>Progress notes</th> </tr> </thead> <tbody> <tr> <td>5.2.2</td> <td>Use the weekly sheets to complete this section. You can copy and edit directly from the answers you give to 'What can we improve on and how can we get there?' on page 3 and 5. (This week your identified issue may be that you're not implementing one of the suggested strategies for managing hitting or holding. If so, write down the below.)</td> <td>High</td> <td>Use the weekly sheets to complete this section. You can copy and edit directly from the answers you give to 'What can we improve on and how can we get there?' on page 3 and 5. (This week your identified issue may be that you're not implementing one of the suggested strategies for managing hitting or holding. If so, write down the below.)</td> <td>Use the weekly sheets to complete this section. You can copy and edit directly from the answers you give to 'What can we improve on and how can we get there?' on page 3 and 5. (This week your identified issue may be that you're not implementing one of the suggested strategies for managing hitting or holding. If so, write down the below.)</td> <td>March 2013</td> <td></td> </tr> </tbody> </table>	Standard/Element	What actions in your area will...	Priority	How will we get this achieved? (Steps)	Success measures	By when?	Progress notes	5.2.2	Use the weekly sheets to complete this section. You can copy and edit directly from the answers you give to 'What can we improve on and how can we get there?' on page 3 and 5. (This week your identified issue may be that you're not implementing one of the suggested strategies for managing hitting or holding. If so, write down the below.)	High	Use the weekly sheets to complete this section. You can copy and edit directly from the answers you give to 'What can we improve on and how can we get there?' on page 3 and 5. (This week your identified issue may be that you're not implementing one of the suggested strategies for managing hitting or holding. If so, write down the below.)	Use the weekly sheets to complete this section. You can copy and edit directly from the answers you give to 'What can we improve on and how can we get there?' on page 3 and 5. (This week your identified issue may be that you're not implementing one of the suggested strategies for managing hitting or holding. If so, write down the below.)	March 2013	
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The QIP is a living document. As steps of the plan are completed, note them on your QIP to show your hard work and celebrate your achievements. Don't forget to celebrate these on the day of your assessment. Remember: it's your QIP, and YOUR site visit, not the assessor's.

You can use any of the training videos at staff training sessions and staff meetings. Ensure all team members can attend so they can each receive the same detailed information. Everyone should be 'on the same page'. These opportunities to work as a team will save you time, money and build team learning, professional development and consistency in practice across the service.



Week after week reflect on the improvement in your service practices. After 3, 6 and 12 months look back at the distance travelled!

## Be proud to be moving towards exceeding for the NQS.

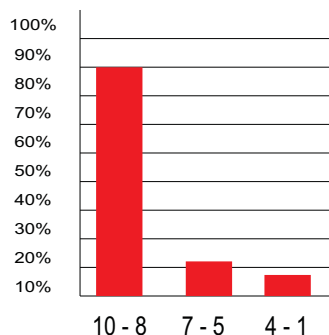
Remember to start slowly and support your educators each week. Gradually they will become more confident. Slow and steady wins the race! Centre Support is here to support you, your educators and your entire service.

# A Recent Survey

Centre Support recently asked our customers two questions.

1. How strongly do you recommend Centre Support to your friends or colleagues? Ranking from 10 to with 1(10 most strongly).

And 2. Why did you give us that ranking. Below are some of the anonymous responses.



The information and weekly sheets provoke us to think about practices more frequently.

We used all resources to support our team to reach exceeding.

Easy to use When I can't find something there is always someone that is friendly on the end of the phone that tells me were to look thank you.

Professional, ease of use.

Extremely helpful, simple and effective tasks and always available for consultancy

Quick response to assist. Great help for our Centre

Resources and training have been very helpful to our service

Great support and easily accessed

Centre Support is a dedicated team of professionals to offer endless support in every way. I would highly recommend central support to any centre.

For ongoing advice and support with all issues in regards to (the dreaded) paperwork ensuring we are compliant with law and regs. Is a great 2 way communication partnership, sharing ideas in regards to the curriculum

The name says it all. CENTRE SUPPORT, it supports me, my colleges and my centre.

Without your help I am sure we would not be able to meet the new requirements that is expected now, I

recommend this program to everyone it is fantastic. It helps us with our time management

Great resources.

The useful information and updates. Keeping us informed of requirements and changes

When other services ask us where we got something from 'we proudly say Centre Support.

Excellent support resources for educators and easy to follow info for reflections/improvements.

We have always been able to receive the help and answers we need when we contact you. The staff are helpful and pleasant and the information is correct and gives us the confidence to do our job effectively. Thank You

Total support without headaches

I find the information informative and I know that I am covering everything correctly in regards to developing our QIP.

CS respond to child care enquiries without a fuss

Expert advice. All documentation covers all areas. Easy to understand. Great resources for staff meetings and in-services.

They provide useful information and supportive practice

CS is clear, comprehensive and enables all staff to have more time with the children.

**If you don't feel like these customers please call us immediately so we can provide assistance and strategies to help.**



# Recommended/Core Tasks

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## Nominated Supervisor

The Nominated Supervisor Tasks relate to NQS:

- Element 7.2.3 An effective self-assessment and quality improvement process is in place.
- Element 7.3.5 Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.
- Element 7.2.2 The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.



1. These tasks should be the basis of your DAILY CONVERSATIONS with educators in each room. Go around to each room and talk about their progress against the Weekly Tasks. It will give you a clear focus to discuss topics based on the Weekly Tasks. Use these opportunities to address issues as you go. Some issues can be fixed there and then!
2. Make sure the task is completed by the Nominated Supervisor by the end of the week.
3. Then build your QIP on a Friday afternoon using the completed tasks from your educators, as well as your discussions throughout the week of where your team is at.

## Educational Leader

The Educational Leader Tasks relate to NQS

- Element 7.1.4 Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.

And Regs

118 Educational Leader -

The approved provider of an education and care service must designate, in writing, a suitably qualified and experienced educator, co-ordinator or other individual as educational leader at the service to lead the development and implementation of educational programs in the service.

1. It's the job of the Educational Leader to LEAD the team in curriculum development.
2. Much like the Nominated Supervisor, and sometimes one person will have both roles, the Educational Leaders need to be regularly working with ALL educators. Use the Educational Leader tasks as the basis of your DAILY CONVERSATIONS with educators in each room.
3. It will be easier for Educational Leaders who have relief time. Not all services can achieve this. If you're the Nominated Supervisor AND the Educational Leader, combine these discussions with your DAILY CONVERSATIONS about the NQS Weekly Tasks, too.

## Educators

Educators should follow the instructions 'How Best to Use Centre Support', particularly the table that walks you through the process from Friday Morning and into the next week, kicking off on Monday.

# YouTube Training Video Links

## Benefits

Each week, we will continue to provide a training video that focuses specifically on the tasks for that particular week. Educators may wish to revisit specific NQS Quality Areas and Elements during their programming time or when they need to enhance their skills in these areas. When they need to do this, Educators can find the videos for each Quality Area in the Members Area of the website by clicking on the link for each Quality Area (menu on the left).

Educators will gain knowledge in a way that is meaningful because the video content is directly linked to the tasks for that week.

Over the course of 2013, we will continue to build up the entire Members Area so you can access a video for EACH specific NQS Element for ALL Quality Areas. Centre Support is your one-stop shop! It's all covered with Centre Support. Just imagine how much time and money you will save by accessing our complimentary training videos designed exclusively for Members!!

1. If you are unsure of any content use the YouTube Training Video Links to help you gain a deeper understanding.
2. If you're still unsure, after reading thoroughly and viewing all associated videos, email or contact your Nominated Supervisor.
3. If the Nominated Supervisor is unsure please contact the Centre Support office via email – [admin@centresupport.com.au](mailto:admin@centresupport.com.au) or by phone on 1800 440 102.

## Not everyone educator will need every video

Not every educator will need every video each week. The Room Leader and Nominated Supervisor should work with the team of educators to see who will benefit from particular videos throughout the year. Some services have one educator watch the videos and take notes that are then shared during staff meetings. A more proactive way would be to have the educators watch the video if they become stuck.

The screenshot shows the 'Members Area' of the Centre Support website. At the top, there is a navigation bar with links for Home, Community & Events, Online Seminar, About Us, and Contact Us. Below this is a sidebar menu with the following items: Members Home, My Account, Online Seminar, Quality Area 1 and EYLF, Quality Area 2, Quality Area 3, Quality Area 4, Quality Area 5, Quality Area 6, Quality Area 7, Weekly Tasks, and QIP Template. The main content area is titled 'Quality Area 5 and Relationships with children'. It contains text explaining that each of the National Quality Standard (NQS) Elements for Quality Area Five has a video below, and that relationships with children are a crucial component of the Early Years Learning Framework (EYLF). Below this is a section titled 'Links to NQS Element Videos' with a link to 'Introduction to Quality Area 5 with Matthew Stapleton'. The content then lists two elements: 5.1 'Respectful and equitable relationships are developed and maintained with each child' with links 5.1.1 and 5.1.3; and 5.2 'Each child is supported to build and maintain sensitive and responsive relationships with other children and adults' with links 5.2.1, 5.2.2, and 5.2.3. There is also a link to 'Introduction to QA 5'. A video player is visible at the bottom of the content area, showing a video titled '6.1.1 Introduction' with a thumbnail of a young child. To the right of the video player, there is a 'Take the stress out of NQF. 1800 440 102' banner and a 'Connect with us' section with social media icons for Facebook, Twitter, and RSS. Below that is a 'NEW BLOG STAY UPDATED' banner with text: 'Visit the 'Community & Events' tab then click 'Blog!' We provide regular updates for each service type - LDC, FDC, OSHC, Preschools'.

Over the course of 2013, we will continue to build up the entire Members Area so you can access a video for EACH specific NQS Element for ALL Quality Areas. Centre Support is your one-stop shop! It's all covered with Centre Support. Just imagine how much time and money you will save by accessing our complimentary training videos designed exclusively for Members!!

# Additional Tasks

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## The Nominated Supervisor can decide to use these (or not)

As the Nominated Supervisor, you're the best person to decide whether or not your educators need to complete the additional tasks provided each week. It may be the case that some of your educators need it, and some do not. Each service is unique. So do not feel pressured to complete them if you have other priorities for your team.

Each week educators have their 'core' tasks to complete. We refer these tasks as the Recommended Tasks. The Additional Tasks are designed to challenge educators to be critical of their writing and documentation. It's important that early childhood educators present themselves in a professional way, particularly with families. The tasks will also help build knowledge of the National Regulations, to give educators that extra bit of confidence when your service is assessed under the National Quality Framework.

## Professional Communication

**Use** - If your educators need help with their writing and communication skills. This includes your curriculum documentation, learning stories and information for families.

**Don't Use** - If you decide that your educators do not need help with their writing and communication skills.

## Regulations task - Benefits

Why do we have this section? Centre Support's Director, Matthew Stapleton – “Firstly there is nothing I hate more than an educator standing up in a seminar or training session and saying “such and such person (that they worked for / or who was a former NCAC validator or NQF assessor) said.....” What they say next shows they don't understand the regulations, and that they've breached them without even knowing. I also cringe when other organisations demonstrate they don't understand the regulations. This may be on their Facebook page, website or through their written material and it is absolutely terrifying. The information is publicly available for everyone to see and they don't even realise they've incriminated themselves. What will happen if a case goes to court?

Often educators' knowledge in the ECEC is built on what I call “child care whispers” rather than the law and regulations. This is how accidents can happen and how children can be exposed to harm or danger. It seems entirely reasonable that nominated supervisors may end up with a fine or worse if they breach the regulations. We can't build knowledge from hearsay. We need to use the regulatory framework to build our policies and procedures. These must be checked by the Nominated Supervisor because they have responsibility for the day to day management of the service.

The BIG Question is “where do you and your educators get your knowledge from?”

Does your service refer to the regulations if you are unsure of something or do you simply accept advice from other educators or assessors that you are doing it wrong? We recently have heard of a case where an assessor told a centre to breach the regulations. We don't know why, but in a court of law I can guarantee that assessor will deny every word she said. Unless advice is in writing, it doesn't exist.

This section about the regulations will help you understand the regulations and have the confidence to discuss them, even with assessors.”

**Use** - If your educators have mastered the 'core tasks' (Recommended Tasks), they will find the Regulations task useful to slowly build their knowledge of the Regs over time. It's an optional extra for Nominated Supervisors who'd like to challenge their staff in a positive and constructive way.

**Don't Use** - If you decide that your educators have enough work to complete throughout the week.

