



Nominated Supervisor's NQS Self-Paced Learning Modules

TUESDAY TO FRIDAY  
28 to 31 January 2020

Your team crave feedback on their weekly Centre Support professional development. Getting appropriate feedback and seeing actions which come from their comments and reflections inspires them to keep on completing the professional development. It's important therefore that you read the Educators' section and make sure you and/or the Educational Leader:

- action the checklist results eg if educators ask for help by answering 'T' they get the help they need
- follow up their critical reflection ie help implement outcomes
- use their QIP contributions and display them.

Each week in the Nominated Supervisor section we will include:

- an area where you can set and monitor weekly goals
- a checklist based on the meeting indicators for the Element
- a review of the Regulations that apply to the Element (or other relevant information if no Regs apply)
- information about employment practices from the Federal Government's Fair Work website

Please note the 'Partnerships with Families' document that comes with the email should be displayed somewhere families can easily see it eg near attendance book. It provides families with the opportunity to contribute to policy reviews as required under Element 6.1.1.



	<ol style="list-style-type: none"> <li>1. Set a goal for the week. Goal doesn't always need to link to NQS Element. A goal can be used to solve a challenge or be positive improvement i.e. learning area setup</li> <li>2. Identify barriers</li> <li>3. Track the goal daily</li> <li>4. Celebrate achieved goal.</li> </ol>
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**Week 1, 28 to 31 January 2020 – 6.1.1 Engagement with the service**

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Checklist

### Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS'. The checklist will assess your practices against the NQS Element. If you embed all the things in the checklist, then you are meeting the Element 6.1.1. If there's something on the checklist that you're not doing, then you need to either adjust your practice to do it, or you may need help and training to do what's on the checklist.

## Please conduct this checklist and address issues that are identified

### Pre-enrolment/Interest Shown in Service

Do you encourage families to visit the Service with their child before the child starts so they can begin to build connections with relevant staff?  Yes  No  NA

### Orientation

Do you implement an orientation process for all new families to ensure they're familiar with the premises, staff and key processes and policies etc?  Yes  No  NA

Are your orientation processes detailed in writing so no aspect can be missed?  Yes  No  NA

Do you make sure Room Leaders meet new families and discuss things like room routines, children's routines and families' values and expectations for their child's care and learning?  Yes  No  NA

Do you discuss any specific medical/behaviour/nutrition/physical activity/learning needs children may have and any related services they access with families and ensure educators are familiar with these needs and provide required support?  Yes  No  NA

Do you discuss family needs like those involving Court Orders and ensure educators understand how they must support families with these needs?  Yes  No  NA

Do you talk to new families about ways they may like to contribute to service operations eg policy, procedure and philosophy reviews, QIP contributions, committee participation if relevant, and building curriculum by sharing their culture, jobs, interests etc?  Yes  No  NA

Do you show families where/how they can access the Service's policies and procedures?  Yes  No  NA

Do you talk to families about the settling in process for their child, and how they and educators can help the child happily settle at the Service as soon as possible?  Yes  No  NA

Are you confident the techniques and communication practices educators use to help settle children and families into the Service are based on the individual needs of each child and family and achieve the best possible outcome?  Yes  No  NA

Are you confident educators involve the child's family in the settling in process ie consider families ideas and views?  Yes  No  NA

Do you give families easy to read information about the service and service operations including information about inclusion and learning eg current, comprehensive Parent Handbook?  Yes  No  NA

### Communication

Do you regularly tell families that you're happy to speak with them about any issues, concerns, suggestions eg at orientation, in newsletters, in letters and emails?  Yes  No  NA

Are you open and welcoming when families visit the Service?  Yes  No  NA

Do you know parents' names and do you always use them in conversation and other communications?  Yes  No  NA

Are you confident educators understand what respectful, professional communication looks like and always engage with families, children and colleagues this way?  Yes  No  NA

Have you asked families about their preferred method of communication (eg email, phone, social media) and do you always use it?  Yes  No  NA

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Do you have a suggestion/communication box which families can use?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you respond to families' questions, concerns and requests quickly and professionally (including those in the communication box)?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you address/action anonymous suggestions, concerns, and advise all families of the outcome if it's a serviced wide issue?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you hold regular sessions where you or your staff can share information and engage families in decision-making processes eg family information nights, portfolio evenings?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you provide information to families about service operations, and how they may contribute, in their home language if they're not fluent in English?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Actions required to embed practice

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## Regulation section

### Regulation 157 Access for Parents

- (1) The approved provider of an education and care service must ensure that a parent of a child being educated and cared for by the service may enter the education and care service premises at any time that the child is being educated and cared for by the service. Penalty: \$1000.
- (2) A nominated supervisor of an education and care service must ensure that a parent of a child being educated and cared for by the service may enter the education and care service premises at any time that the child is being educated and cared for by the service. Penalty: \$1000.
- (3) (same for family day care educator)
- (4) Despite subregulations (1) to (3), the approved provider, nominated supervisor or family day care educator is not required to allow a parent to enter the education and care service premises if—
  - (a) permitting the parent's entry would—
    - (i) pose a risk to the safety of the children and staff of the education and care service; or
    - (ii) conflict with any duty of the provider, supervisor or educator under the Law; or
  - (b) the provider, supervisor or family day care educator reasonably believes that permitting the parent's entry would contravene a court order.

## Who has to do what?

The **Approved Provider** and **Nominated Supervisor** must make sure parents/guardians can enter the Service any time their child is there unless there's a Court Order prohibiting the parent's access, or it wouldn't be safe for other children or staff, or this would stop the Approved Provider or Nominated Supervisor from complying with the Law. The Approved Provider or Nominated Supervisor can be fined \$1,000, and potentially prosecuted in a court of law if this isn't done.

Note details about court orders, parenting orders and parenting plans must included in the child's enrolment record (Reg 160). Incidents which pose a risk to the health, safety and wellbeing of children must be reported to the Regulatory Authority (Reg 175).

### What do educators need to do to comply with Regulation 157 Access for Parents?

Educators must always let parents/guardians into the Service if their child's there unless there's a Court Order prohibiting the parent's access, or it wouldn't be safe for other children or staff.



## 4.2.2 Professional standards

Professional standards guide practice, interactions and relationships.

### Fair Work

The Federal Government's Fair Work website <https://www.fairwork.gov.au/> has a lot of simple, easy to understand information about employee entitlements as well as some useful templates. Each week we'll share information from the website.

### Public Holidays

Public holidays are part of the National Employment Standards (NES) which cover all employees. The NES entitles employees to be absent from work on a day/part-day that is a public holiday, and protects an employee's right to reasonably refuse to work on a public holiday.

The following must be considered when deciding whether or not a request to work or refusal to work on a public holiday is reasonable:

- the employer's operational requirements and the type of work performed
- the employee's personal circumstances
- whether the employee could reasonably expect to be asked to work on the public holiday
- whether the employee is entitled to receive overtime payments, penalty rates, additional remuneration for work on the public holiday
- the type of employment eg full-time, part-time, casual
- the amount of advance notice given by the employer
- the amount of advance notice given by the employee if refusing to work.

Public holidays can be different in different States or Territories. The following are public holidays under the NES:

- 1 January (New Year's Day)
- 26 January (Australia Day)
- Good Friday
- Easter Monday
- 25 April (Anzac Day)

- Queen's birthday holiday (the day on which it is celebrated in a State or Territory or a region of a State or Territory)
- 25 December (Christmas Day)
- 26 December (Boxing Day)
- any other day or part-day declared by a State or Territory to be a public holiday.

There is a full list of public holidays for each State/Territory at

<https://www.fairwork.gov.au/leave/public-holidays/list-of-public-holidays>

Note an employee is entitled to public holidays depending on where they are based for work not where they are working on the day of the public holiday.

Under the Children's Services Award 2010 employers and employees may agree to substitute another day for a day or part-day that would otherwise be a public holiday or part public holiday (Clause 27. See Schedule E for provisions covering Part-day public holidays.) This also applies under the Educational Services (Teachers) Award 2010 (Clause 26 and Schedule C for provisions covering Part-day public holidays.)

Under the Children's Services Award 2010 full-time employees whose rostered day falls on a public holiday must be paid an extra day's pay, or be given an alternative day off, or get an extra day's annual leave (unless a substitute day is agreed).

Employees (except casuals) who normally work on the day a public holiday falls must be paid their base pay rate for the ordinary hours they would have worked.

<https://www.fairwork.gov.au/leave/public-holidays>  
[http://awardviewer.fwo.gov.au/award/show/MA000077#P735\\_66356](http://awardviewer.fwo.gov.au/award/show/MA000077#P735_66356)  
[http://awardviewer.fwo.gov.au/award/show/MA000120#P942\\_85119](http://awardviewer.fwo.gov.au/award/show/MA000120#P942_85119)

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