



Video
Training
Click Here

How to use Centre Support video links.

We have placed video links here that you and your educators can click on and a video will pop up to teach you more about the section that the video link is next to.

Remember: Our material can be printed or used as a digital PDF copy and keep on your computer.



Management

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 and on your social media site i.e. Facebook. It provides families with the opportunity to contribute to policy reviews as required under Element 6.1.2.



Weekly
Goals

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
[Click here for goal template.](#)
2. Identify barriers
3. Track the goal daily
4. Celebrate achieved goal.



Complete
QIP

Help your educators write the QIP with the weekly professional development activities.

Why are you doing this?

Your educators have discovered where your services' practice is compared to the NQS Guide (Comparing what you currently do and Monday's checklist). If they have discovered practices, processes, checklist or areas you need to improve upon, help them improve, it could be with training, changing a checklist, a procedure or a physical area. Write this up in the QIP's improvement section

If your educators have discovered practice that is meeting, they then add 'How they are meeting', by using a short story from Tuesday's activity. Then they have critically reflected which has started the exceeding process. Your educators have written this as a strength (Friday's sheet)

Week 3, 10 to 14 February 2020 - 6.1.3 Families are supported



Analysis of Centre Support. Why are you doing this?



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This table below will give your educators valuable feedback and show them exactly how their strengths, ideas, reflections and identified improvements write your services QIP. This section should take you no more than 20-30 minutes per room /group. Be honest when giving feedback and make sure you have the time to support your educators when you have identified an area for them to improve upon.

A completed Sample is below and a blank template for you to use is on the following pages.

Room or Group: Preschool

Section	Comment
Goal (Page 1)	Doesn't set a goal, it is a statement about what is happening, there is no planning for a goal. Please use the 4 steps goal process on the right hand side. Let's organise a time to go through and complete it properly.
Brainstorm (Page 1)	The question isn't answered, they have completed what appears to be goals, the idea of this section is to tell me what you are currently doing, not what you want to do.
Checklist (Page 2)	Room leader did not complete. Too perfect, only two 'Ks' and everything else is Embedded, that is not how I saw the room on my visit, children crying to go in, no educator assisting the transition.
Personal Story (Page 3)	Page missing – please complete and hand in by Monday
Reg (Page 3)	Page missing – please complete and hand in by Monday
Critical Reflection (Page 5)	Nadine, Bec was fantastic and Maddie is getting there. Next week Georgie should guide Maddie. Breanna DID NOT COMPLETE – please complete and hand in by Monday
Training Video (Page 6)	All educators have demonstrated they have watched the videos by answering questions from it.
Policy review (page 8)	Great suggestion re post box Sarah Not signed by Maddie and Bek, a comment would be nice – please complete and hand in by Monday
Critical Reflection Group (page 9)	Not completed properly, a total of 4 cannot equal 80%. Other program decisions need to be entered onto this sheet – Let's organise a time to go through and complete it properly.

Use the information from the Critical Reflection on Page 5 right hand column (Step 2 Change Practice) to complete this section. **We strongly suggest all educators complete their own Critical Reflection page so they can contribute to the QIP.**

Actions identified from critical reflection and other sections from the weekly material

Input	Quality	Educator	Ideas to be actioned
Critical Reflection p5	Good	Nadine	Create a belonging tree
Critical Reflection p5	Very Good	Nadine	New educators need to be trained on how to speak and communicate to parents
Critical Reflection p5	Good	Bec	Staff pick up rubbish as they walk through car park
Critical Reflection p5	Good	Bec	Art wall to cover office folders
Critical Reflection p5	Good	Bec	Change morning checklist - Sweep entrance in morning
Critical Reflection p5	Good	Bec	More all signs off door as parents can't read moving door
Critical Reflection p5	Can improve	Maddie	Utilise communication book (organise time with Ed Leader to work through)
Policy review p8	Very Good	Sarah	Parent input box in the room, in the form of a post box that children and parents post ideas and suggestions.

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Analysis of Centre Support part two, QIP entries for strengths and improvements

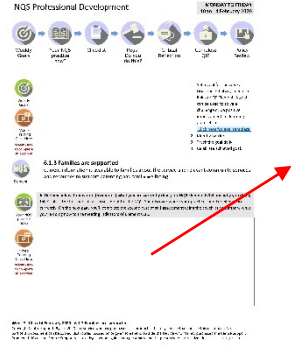
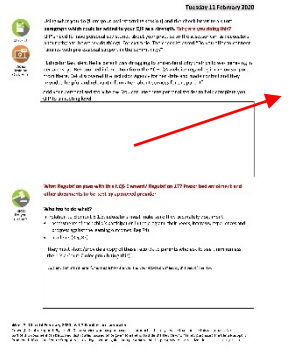
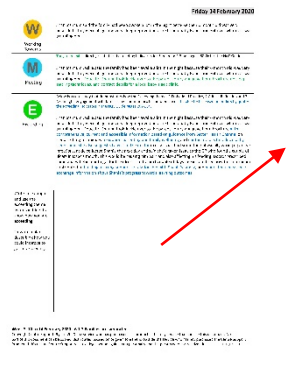
	<p>Use the bottom section from page 1 to provide feedback</p> <p>Comment:</p> <ul style="list-style-type: none"> The above QIP entry is off track and doesn't cover the element for the week. This fits with another element. There are many negative practices that are identified that do not fit with the NQS i.e. stickers Educators need to really read the NQS Indicator and the checklist to see what the element is about. This is a critical reflection that should cause a change in practice, telling the parents it will be all good when the big kids go to school isn't reassuring Change of practice should have been identified – routines implemented, lesson plans implemented, more challenging activities for the older children, separating the groups even more, a better morning transition and training for educators to deal with the morning, starting off outside etc
	<p>Then use the personalise stories from page 3 to provide feedback</p> <p>Comment:</p> <ul style="list-style-type: none"> Great work Bek, don't forget to follow up with the parent to see if they need and further assistance. Not fully connected to the element Anna, but a very good practice, add example of a child in the practice so you are confident to talk to the assessor about your practice
	<p>Then use the QIP entry from page 7 to provide feedback</p> <p>Comment: Incredible work Bec, everything is covered, and it clearly shows how you are meeting the NQS element with your practices.</p>

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Analysis of Centre Support - Part 2, comment and give feedback to your educators from the 3 sections

<p>Use the bottom section from page 1</p> 	
<p>Then use the personalise stories from page 3</p> 	
<p>Then use the QIP entry from page 7</p> 	

Last step – if no adjustments are required, copy directly into your QIP’s strength section and display QIP so all educators can see how their valuable input creates your QIP.

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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.

NQS 6.1.3 Families Are Supported

Please conduct this checklist and address issues that are identified

Communication

Have you developed a plan to communicate with families eg how often, in what way?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence you regularly ask families for their views on service communications or provide information on opportunities to be involved in service operations (eg every 6 months)?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you tell families about staff changes before they happen where possible?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there a book in each room for educators to communicate with families?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are policies and procedures readily accessible to families (in hard or soft copy)?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
NB Centre Support policies are copyright to us and if placed on a website etc families must log in to access them			
Do you ask families for feedback about any proposed changes to policies/procedures	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence policy changes are communicated to families at least 14 days before they're implemented?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is information provided easy to understand eg no acronyms?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you implement a home visit program so educators can get to know children and families in their home environment and exchange information?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence you tell families about the requirements and expectations of local schools and the relationships you have established with these schools?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there a family information area with current resources about parenting and family wellbeing?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are these displays attractive and tidy?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you diarise and regularly review to ensure information in the family area and contact details are current?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Community and Support agencies

Do you tell families educators/you can help them with issues affecting their child eg developmental, social, health?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you offer to connect families with professional support in the community?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you provide families with current information on relevant parenting topics?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you make sure educators work with families and outside professionals to develop/implement support plans?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Display

Do you display/provide the following in an area where families can easily see them	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
• weekly "Partnerships with Families" notice from Centre Support (which contains information about quality improvement processes)	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
• service policy under review	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
• the QIP	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
• service philosophy	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
• information about EYLF/MTOP eg Learning Outcomes	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
• information about the NQS eg Quality Areas	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
• the weekly menu	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

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• service Code of Conduct	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
• 'Information the Service must display' (Reg 173) near the entrance	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
• emergency/evacuation floor plans/instructions near exits	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
• employee names and roles eg photos?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Actions required to embed practice

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Regulation section

Law section 175 Offence relating to requirement to keep enrolment and other documents

(1) An approved provider of an education and care service must keep the prescribed documents available for inspection by an authorised officer in accordance with this section. Penalty: \$4000, in the case of an individual. \$20 000, in any other case.

(2) Documents referred to in subsection (1)— (a) must, to the extent practicable, be kept at the education and care service premises if they relate to— (i) the operation of the service; or (ii) any staff member employed or engaged by the service; or (iii) any child cared for, or educated at, those premises— in the previous 12 months; and (b) in any other case, must be kept at a place, and in a manner, that they are readily accessible by an authorised officer.

The following Regulation covers many documents. We've only those particularly relevant to Element 6.1.3.

Regulation 177 Prescribed enrolment and other documents to be kept by approved provider

(1) For the purposes of section 175(1) of the Law, the following documents are prescribed in relation to each education and care service operated by the approved provider—

- (a) the documentation of child assessments or evaluations for delivery of the educational program as set out in regulation 74;
- (b) an incident, injury, trauma and illness record as set out in regulation 87;
- ((c) to (n) not included)

(2) The approved provider of the education and care service must take reasonable steps to ensure the documents referred to in subregulation (1) are accurate.

Penalty: \$2000.

(3) Subject to Subdivision 4, the approved provider of the education and care service must ensure that—
(a) subject to subregulation (4), the documents referred to in subregulation (1) in relation to a child enrolled at the service are made available to a parent of the child on request;

Penalty: \$2000.

(4) If a parent's access to information of the kind in the documents referred to in subregulation (1) is limited by an order of a court, the approved provider must refer to the court order in relation to the release of information concerning the child to that parent.

Who has to do what?

The Approved Provider must ensure that the documents listed in Regulation 177, including assessments and evaluations of children's learning and incident records, are kept at the Service if they're about an employee or child who was at the Service in the last 12 months, or about service operations over the last 12 months. Otherwise they may be kept where they can be easily accessed. The Approved Provider can be fined \$4,000 if they're a person or else \$20,000 and potentially prosecuted in a court of law if this isn't done. The Approved Provider must make sure all required documents are accurate and (copies) given to parents who ask to see them (unless a Court Order prohibits this). They can be fined \$2,000 if the documents are inaccurate or if they're not given to parents.

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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.

What is underperformance

Underperformance is when an employee isn't doing their job properly, or is behaving in an unacceptable way at work. It includes:

- not carrying out their work to the required standard or not doing their job at all
- not following workplace policies, rules or procedures
- unacceptable behaviour at work eg telling inappropriate jokes
- disruptive or negative behaviour at work eg constantly speaking negatively about the company.

There is a difference between underperformance and serious misconduct.

Serious misconduct

Serious misconduct is when an employee:

- causes serious and imminent risk to the health and safety of another person or to the reputation or profits of their employer's business or
- deliberately behaves in a way that's inconsistent with continuing their employment.

Examples of serious misconduct include theft, fraud, assault, being drunk at work and refusing to carry out work duties.

Preventing underperformance

The best way to manage underperformance is to make sure it doesn't happen in the first place.

Steps you can take to help prevent underperformance include:

- listing behavioural and outcome expectations in position descriptions
- addressing any issues as soon as possible
- having regular performance reviews to outline expectations from the beginning
- encouraging employees to talk to you (or their immediate manager) if they have any questions or concerns.

<https://www.fairwork.gov.au/employee-entitlements/managing-performance-and-warnings>

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