



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 (this week it's based on the exceeding themes for Standard 6.1)
- 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

| | |
|--|--|
| | <ol style="list-style-type: none"> 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, Tuesday and Wednesday's Exceeding checklist). If they have discovered practices, processes, checklist or areas they 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 EXCEEDING, they then add 'How they are Exceeding', by typing it in below the question in the space provided.

Week 4, 17 to 21 February 2020 - Standard 6.1, Supportive relationships with Families.



Analysis of Centre Support. Why are you doing this?

This table below will give your educators valuable feedback and show them exactly how their strengths, ideas, reflections and identified improvements write your service 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. |
| Checklist (Page 2,3 & 4) | 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. |
| Training Video (Page 5) | All educators have demonstrated they have watched the videos by answering questions from it. |
| Critical Reflection (Page 6) | 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 |
| QIP Improvement contribution (page 7) | Page missing – please complete and hand in by Monday |
| QIP Strength contribution (page 8) | Page missing – please complete and hand in by Monday |
| Policy review (page 9) | Great suggestion re documented procedure Sarah Not signed by Maddie and Bek, a comment would be nice – please complete and hand in by Monday |
| Critical Reflection Group (page 10 Optional) | 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 6 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 p6 | Good | Nadine | Create a belonging tree |
| Critical Reflection p6 | Very Good | Nadine | New educators need to be trained on how to speak and communicate to parents |
| Critical Reflection p6 | Good | Bec | Staff pick up rubbish as they walk through car park |
| Critical Reflection p6 | Good | Bec | Art wall to cover office folders |
| Critical Reflection p6 | Good | Bec | Change morning checklist - Sweep entrance in morning |
| Critical Reflection p6 | Good | Bec | More all signs off door as parents can't read moving door |
| Critical Reflection p6 | Can improve | Maddie | Utilise communication book (organise time with Ed Leader to work through) |
| Policy review p9 | Very Good | Sarah | Procedure for collection of children to be placed near sign out sheet. |

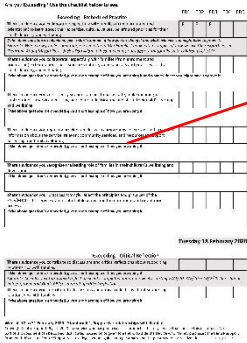
Week 4, 17 to 21 February 2020 - Standard 6.1, Supportive relationships with Families.

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

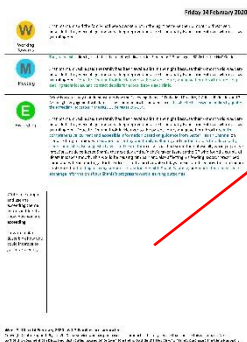
Use the checklist from page 2,3, 4



Comment:

- The examples are off track and don't cover the exceeding themes. Need to go back and look at the exceeding indicators.
- There are many negative practices that are identified that do not fit with the NQS i.e. stickers. Educators need to really read the exceeding indicator and the checklist to see what exceeding 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

Then use the QIP entry from page 8



Comment:

Incredible work Bec, everything is covered, and it clearly shows how you are exceeding the NQS Standard with your practices.

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Educational Leader



Nominated Supervisor's NQS
Self-Paced Learning Modules

MONDAY TO FRIDAY
17 to 21 February 2020

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

Use the checklist from page 2,3, 4

The screenshot shows a checklist form with multiple rows and columns. A red arrow points to a specific row in the middle of the form. The form contains various checkboxes and text boxes for recording observations and feedback.

Then use the QIP entry from page 8

The screenshot shows a QIP (Quality Improvement Plan) entry form. It includes a header with the date 'Friday 20 February 2020' and several sections with icons (W, P, E). A red arrow points to a specific section of the form, likely the 'Plan' or 'Evaluate' section.

Last step – if no adjustments are required, copy educators input from their Centre Support’s weekly professional develop sheets 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



Video
Training
Click Here

PLEASE WATCH VIDEO FIRST – CLICK ON THE ICON. 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 'exceeding the NQS'. 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.

Standard 6.1 Exceeding themes Supportive relationships with families

Please conduct this checklist and address issues that are identified

Embedded Practice

| | | | |
|---|---------------------------|--------------------------|--------------------------|
| Is there evidence you consistently support families to participate and make meaningful contributions to service decisions? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Is there evidence families are regularly provided with comprehensive, current and accessible information about the service, relevant community services, and resources to support parenting and family wellbeing? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Is there evidence educators' practices strongly reflect the principles and practices of the EYLF/MTOP, the service statement of philosophy, and the enrolment and orientation process? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |

Critical Reflection

| | | | |
|--|---------------------------|--------------------------|--------------------------|
| Is there evidence all educators contribute to discussions and critical reflections about supporting relationships with families? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Is there evidence all educators improve supportive relationships with families through critical reflection and past incidents? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Is there evidence educators' practices to support relationships with families are based on current recognised guidance? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Can educators explain how their relationships with families influences the way they design and deliver the program? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Can educators explain how the support they provide to families, and the way they encourage them to participate, aligns with practice theory, the EYLF/MTOP, the service statement of philosophy and service policies and procedures? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Is there evidence you ensure any change to the service's approach to supportive relationships with families is understood by all and implemented appropriately? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Is there evidence educators and the educational leader together robustly discuss the service's approach to engaging with families and supporting their participation, including the social justice and equity implications of this approach? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Is there evidence that as part of the above discussions personal, professional and organisational values that influence practice are identified, discussed and challenged? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |

Engagement with families and community

| | | | |
|---|---------------------------|--------------------------|--------------------------|
| Is there evidence relationships with families reflect the service's unique geographical, cultural and community context? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Is there evidence relationships with families welcome, reflect and draw on the voices, priorities and strengths of the children and families at the service? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Is there evidence educators actively support families to build relationships with other families and with relevant community services to strengthen child, parenting and family outcomes? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Is there evidence you/educators consistently ask each family about their preferred | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |

Week 4, 17 to 21 February 2020 - Standard 6.1, Supportive relationships with Families.

means of communication and participation from enrolment?

Is there evidence you/educators build and maintain community partnerships that support and promote parenting and family wellbeing? Yes No NA

Is there evidence you/educators proactively and respectfully support families in their parenting and family wellbeing circumstances and priorities? Yes No NA

Actions required to embed practice

Week 4, 17 to 21 February 2020 - Standard 6.1, Supportive relationships with Families.



Regulation section

As we've looked at what Regulation goes with Standard 6.1's Elements, we'll take a quick look at a FAQ that often comes up. How should the National Law and Regulations be referenced in our policies?

The way legislation works is that it is given a name when enacted, and this name does not change even when amendments are made to the legislation. You can tell whether you have the current version because when you access it online, it will say on the first page, for example in the case of the National ECEC Regulations, "current version for 31 December 2019 to date." This means all amendments to the Regulations made up to this date are included in the version being accessed. The actual amendments made can be tracked in the 'Historical Notes' section of the legislation which includes the name of the amending legislation.

In the case of the National Law and Regulations, it was first made in Victoria (the Education and Care Services National Law Act 2010) and then applied to other states and territories through separate legislation referencing the Education and Care Services National Law (except in the case Western Australia which started from scratch and passed its own National Law and Regulations 2012). The Regulations were originally known as the Education and Care Services National Regulations 2011, as described in the November 2011 Guide to the National Law and Regulations.

We're gradually updating our policy sources to remove the reference to 2011 Regulations (just

leaving Education and Care Services National Regulations which is how they're currently named online), but the fact they're referred to in this way in some of our policies does not mean they are not up to date.

Week 4, 17 to 21 February 2020 - Standard 6.1, Supportive relationships with Families.



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.

Last week we explored the difference between underperformance and serious misconduct. This week we're looking at what to do when underperformance happens.

Managing Underperformance

The first step is arranging a private meeting with the employee. Tell them what the meeting is about and say they can bring a support person along. In the meeting:

- be clear about your issues or concerns
- listen to the employee
- make sure you both discuss and agree on a solution together, including clear and reasonable steps for improvement
- document the meeting and outcomes.

It's best practice to give employees written warnings before ending their employment. There's no required number of warnings, but you should give the employee a chance to fix any performance issues. If you don't, they're more likely to win any unfair dismissal claim. Warnings must:

- clearly outline the reason for the warning
- include all the details
- set clear expectations about what needs to be done differently
- be fair and reasonable in the circumstances.

It's important to follow up the progress of underperforming employees to see if they need any further support eg training, and to recognise any improvements. If performance hasn't improved consider:

- if another meeting with the employee would help
- changing the employee's duties (if appropriate) or providing extra training
- issuing a first or additional warning
- if they have clearly explained the possible consequences of not improving, including if termination is a possibility.

Fair Work has some performance management templates at the bottom of the following link.

<https://www.fairwork.gov.au/employee-entitlements/managing-performance-and-warnings#what-to-do-when-underperformance-happens>

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