



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 kept 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.



Complete  
QIP

Note QIP contributions can come from educators':

- Monday checklist - If educators discovered practices, processes, checklist or areas they need to improve, help them improve eg with training, changing a checklist, a procedure or a physical area and decide whether to include in QIP Improvement section
- Tuesday sentences that explain how they're meeting example indicators. Decide whether to include as a QIP strength
- Wednesday reflection leading to changed practices. Decide whether to include in QIP Improvement section
- Friday QIP strength writing which includes how they're exceeding the element. Decide whether to include as a QIP meeting or exceeding strength.

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

	<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 <a href="#">Click here for goal template.</a></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 5, 24 to 28 February 2020 – 5.1.1 Positive educator to child interactions**

**Analysis of Centre Support by Educational Leader or Nominated Supervisor. Why are you doing this?**Video  
Training  
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The 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.

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

**Room or Group: Preschool****Process Summary**

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 2-3)	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 trying to get educators' attention.
6 Meeting sentences (Page 4)	Page missing – please complete and hand in by Monday
Reg (Page 4)	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. <b>Breanna DID NOT COMPLETE</b> – please complete and hand in by Monday
Training Video (Page 7)	All educators have demonstrated they have watched the videos by answering questions from it.
Policy review (page 9)	Not signed by Maddie and Bek, a comment would be nice – please complete and hand in by Monday
Critical Reflection Group (page 10) <b>Optional</b>	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) and the Policy Review to complete this section. **We strongly suggest all educators complete their own Critical Reflection page so they can contribute to the QIP.**

**Critical Reflection and Policy Review - Actions identified**

Input	Quality	Educator	Ideas to be actioned
Critical Reflection p5	Eg Good	Nadine	Label equipment and resources in children's home language
Critical Reflection p5	Eg Very Good	Nadine	New educators need to be trained on how to speak and communicate to parents
Critical Reflection p5	Eg Good	Bec	Develop photo tree of children's families and activities
Critical Reflection p5	Eg Good	Bec	Set regular meeting time where educators from different rooms/groups can share ideas or seek input
Critical Reflection p5	Eg Good	Bec	Rotate child leadership positions like other helper jobs and have special leader badges
Critical Reflection p5			
Critical Reflection p5			
Policy review p8	Eg Very Good	Sarah	<b>Set up cultural corners/areas with resources and learning activities which reflect children's cultural background</b>

**Week 5, 24 to 28 February 2020 – 5.1.1 Positive educator to child interactions**

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### Detailed 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><b>Comment:</b></p> <ul style="list-style-type: none"> <li>• The above QIP entry is off track and doesn't cover the element for the week. This fits with another element.</li> <li>• There are many negative practices that are identified that do not fit with the NQS. Educators need to really read the NQS Indicator and the checklist to see what the element is about.</li> <li>• This is a critical reflection that should cause a change in practice. Saying you're too busy to engage in regular conversations with children isn't acceptable.</li> <li>•</li> </ul>
	<p>Then use the 6 meeting sentences from page 4 to provide feedback</p> <p><b>Comment:</b></p> <ul style="list-style-type: none"> <li>• Great work Bek, don't forget to acknowledge the smaller achievements of each child.</li> <li>• 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</li> </ul>
	<p>Then use the QIP entry from page 8 to provide feedback</p> <p><b>Comment:</b> Incredible work Bec, everything is covered, and it clearly shows how you are meeting/exceeding the NQS element with your practices.</p>

### Week 5, 24 to 28 February 2020 – 5.1.1 Positive educator to child interactions





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

Use the bottom section from page 1

**NQS Professional Development**

**Knowledge (What)**

**5.1.1 Educator role and responsibilities**

5.1.1.1 Educators are responsible for the care, protection, supervision, and well-being of children in their care.

5.1.1.2 Educators are responsible for the development and implementation of the centre's policies and procedures.

5.1.1.3 Educators are responsible for the assessment and planning of children's learning and development.

5.1.1.4 Educators are responsible for the communication and collaboration with families and other professionals.

5.1.1.5 Educators are responsible for the reflection and evaluation of their own practice.

5.1.1.6 Educators are responsible for the leadership and management of the centre.

5.1.1.7 Educators are responsible for the professional development of themselves and other staff.

5.1.1.8 Educators are responsible for the compliance with the NQS and other relevant legislation.

5.1.1.9 Educators are responsible for the safety and security of the centre.

5.1.1.10 Educators are responsible for the financial management of the centre.

5.1.1.11 Educators are responsible for the environmental management of the centre.

5.1.1.12 Educators are responsible for the health and safety of the centre.

5.1.1.13 Educators are responsible for the quality management of the centre.

5.1.1.14 Educators are responsible for the continuous improvement of the centre.

5.1.1.15 Educators are responsible for the innovation and creativity of the centre.

5.1.1.16 Educators are responsible for the sustainability of the centre.

5.1.1.17 Educators are responsible for the social responsibility of the centre.

5.1.1.18 Educators are responsible for the ethical management of the centre.

5.1.1.19 Educators are responsible for the transparency of the centre.

5.1.1.20 Educators are responsible for the accountability of the centre.

Then use the meeting sentences from page 4

**Thursday 20 February 2020**

9:00 AM - 9:30 AM: Meeting with the Nominated Supervisor to discuss the NQS self-paced learning modules.

9:30 AM - 10:00 AM: Meeting with the Educational Leader to discuss the NQS self-paced learning modules.

10:00 AM - 10:30 AM: Meeting with the Educators to discuss the NQS self-paced learning modules.

10:30 AM - 11:00 AM: Meeting with the Families to discuss the NQS self-paced learning modules.

11:00 AM - 11:30 AM: Meeting with the Community to discuss the NQS self-paced learning modules.

11:30 AM - 12:00 PM: Meeting with the Government to discuss the NQS self-paced learning modules.

12:00 PM - 12:30 PM: Meeting with the Industry to discuss the NQS self-paced learning modules.

12:30 PM - 1:00 PM: Meeting with the Media to discuss the NQS self-paced learning modules.

1:00 PM - 1:30 PM: Meeting with the Academia to discuss the NQS self-paced learning modules.

1:30 PM - 2:00 PM: Meeting with the Research to discuss the NQS self-paced learning modules.

2:00 PM - 2:30 PM: Meeting with the Innovation to discuss the NQS self-paced learning modules.

2:30 PM - 3:00 PM: Meeting with the Entrepreneurship to discuss the NQS self-paced learning modules.

3:00 PM - 3:30 PM: Meeting with the Leadership to discuss the NQS self-paced learning modules.

3:30 PM - 4:00 PM: Meeting with the Management to discuss the NQS self-paced learning modules.

4:00 PM - 4:30 PM: Meeting with the Strategy to discuss the NQS self-paced learning modules.

4:30 PM - 5:00 PM: Meeting with the Operations to discuss the NQS self-paced learning modules.

5:00 PM - 5:30 PM: Meeting with the Finance to discuss the NQS self-paced learning modules.

5:30 PM - 6:00 PM: Meeting with the HR to discuss the NQS self-paced learning modules.

6:00 PM - 6:30 PM: Meeting with the IT to discuss the NQS self-paced learning modules.

6:30 PM - 7:00 PM: Meeting with the Legal to discuss the NQS self-paced learning modules.

7:00 PM - 7:30 PM: Meeting with the Marketing to discuss the NQS self-paced learning modules.

7:30 PM - 8:00 PM: Meeting with the Sales to discuss the NQS self-paced learning modules.

8:00 PM - 8:30 PM: Meeting with the Customer Service to discuss the NQS self-paced learning modules.

8:30 PM - 9:00 PM: Meeting with the Quality Management to discuss the NQS self-paced learning modules.

9:00 PM - 9:30 PM: Meeting with the Continuous Improvement to discuss the NQS self-paced learning modules.

9:30 PM - 10:00 PM: Meeting with the Innovation and Creativity to discuss the NQS self-paced learning modules.

10:00 PM - 10:30 PM: Meeting with the Sustainability to discuss the NQS self-paced learning modules.

10:30 PM - 11:00 PM: Meeting with the Social Responsibility to discuss the NQS self-paced learning modules.

11:00 PM - 11:30 PM: Meeting with the Ethical Management to discuss the NQS self-paced learning modules.

11:30 PM - 12:00 AM: Meeting with the Transparency to discuss the NQS self-paced learning modules.

12:00 AM - 12:30 AM: Meeting with the Accountability to discuss the NQS self-paced learning modules.

Then use the QIP entry from page 8

**Friday 21 February 2020**

9:00 AM - 9:30 AM: Meeting with the Nominated Supervisor to discuss the NQS self-paced learning modules.

9:30 AM - 10:00 AM: Meeting with the Educational Leader to discuss the NQS self-paced learning modules.

10:00 AM - 10:30 AM: Meeting with the Educators to discuss the NQS self-paced learning modules.

10:30 AM - 11:00 AM: Meeting with the Families to discuss the NQS self-paced learning modules.

11:00 AM - 11:30 AM: Meeting with the Community to discuss the NQS self-paced learning modules.

11:30 AM - 12:00 PM: Meeting with the Government to discuss the NQS self-paced learning modules.

12:00 PM - 12:30 PM: Meeting with the Industry to discuss the NQS self-paced learning modules.

12:30 PM - 1:00 PM: Meeting with the Media to discuss the NQS self-paced learning modules.

1:00 PM - 1:30 PM: Meeting with the Academia to discuss the NQS self-paced learning modules.

1:30 PM - 2:00 PM: Meeting with the Research to discuss the NQS self-paced learning modules.

2:00 PM - 2:30 PM: Meeting with the Innovation to discuss the NQS self-paced learning modules.

2:30 PM - 3:00 PM: Meeting with the Entrepreneurship to discuss the NQS self-paced learning modules.

3:00 PM - 3:30 PM: Meeting with the Leadership to discuss the NQS self-paced learning modules.

3:30 PM - 4:00 PM: Meeting with the Management to discuss the NQS self-paced learning modules.

4:00 PM - 4:30 PM: Meeting with the Strategy to discuss the NQS self-paced learning modules.

4:30 PM - 5:00 PM: Meeting with the Operations to discuss the NQS self-paced learning modules.

5:00 PM - 5:30 PM: Meeting with the Finance to discuss the NQS self-paced learning modules.

5:30 PM - 6:00 PM: Meeting with the HR to discuss the NQS self-paced learning modules.

6:00 PM - 6:30 PM: Meeting with the IT to discuss the NQS self-paced learning modules.

6:30 PM - 7:00 PM: Meeting with the Legal to discuss the NQS self-paced learning modules.

7:00 PM - 7:30 PM: Meeting with the Marketing to discuss the NQS self-paced learning modules.

7:30 PM - 8:00 PM: Meeting with the Sales to discuss the NQS self-paced learning modules.

8:00 PM - 8:30 PM: Meeting with the Customer Service to discuss the NQS self-paced learning modules.

8:30 PM - 9:00 PM: Meeting with the Quality Management to discuss the NQS self-paced learning modules.

9:00 PM - 9:30 PM: Meeting with the Continuous Improvement to discuss the NQS self-paced learning modules.

9:30 PM - 10:00 PM: Meeting with the Innovation and Creativity to discuss the NQS self-paced learning modules.

10:00 PM - 10:30 PM: Meeting with the Sustainability to discuss the NQS self-paced learning modules.

10:30 PM - 11:00 PM: Meeting with the Social Responsibility to discuss the NQS self-paced learning modules.

11:00 PM - 11:30 PM: Meeting with the Ethical Management to discuss the NQS self-paced learning modules.

11:30 PM - 12:00 AM: Meeting with the Transparency to discuss the NQS self-paced learning modules.

12:00 AM - 12:30 AM: Meeting with the Accountability to discuss the NQS self-paced learning modules.

**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.**

#### Week 5, 24 to 28 February 2020 – 5.1.1 Positive educator to child interactions

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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 5.1.1. 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 5.1.1. Positive educator to child interactions

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

#### Staffing

Do you roster familiar caregivers for children to build attachment and help them feel safe and secure?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you consider children's attachment to caregivers when organising room educators for a new year?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you consider educators' experience, strengths and interests when allocating staff to children's groups?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do your group sizes and makeup always promote children's sense of belonging at the service and communication with families?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

#### Environment

Do you support educators to adapt the environment and provide resources to ensure learning is inclusive eg so children with additional needs, from various cultural backgrounds or various learning styles can confidently participate?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Does the environment always sound relaxed and calm – a place where each child can feel safe, happy and secure?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Does the environment reflect the daily lives of the children, their families and the community?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

#### Practices

Does your Statement of Philosophy explain your approach to equity and inclusion?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are there processes in place to ensure you and your educators learn about the histories, cultures, languages, traditions and parenting practices of service families eg enrolment and orientation procedures, family information nights etc?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Can you and educators confidently discuss practices which support each child's preferences and help them feel a sense of belonging at service?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence you discuss plans to include children with additional needs with educators and staff?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident educators can talk about how the program and routines are guided by children's input, preferences, needs and what's happening on the day?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident educators can demonstrate how they use information from observations and interactions with children to extend each child's learning?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence educators with diverse knowledge and experience collaborate to ensure each child's learning needs are met?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Does children's documented learning show how educators' interactions with children promote learning outcomes?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you support educators to maintain children's home language eg by using home language words and signage?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you ensure educators always guide children's behaviour in positive ways ie never yell at	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

### Week 5, 24 to 28 February 2020 – 5.1.1 Positive educator to child interactions

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or blame child but try to understand why behaviour occurs and how best to help child?

Do you take measures to ensure no child is injured or harassed by another child?  Yes  No  NA

Do you maintain eye contact with children when interacting with them and use their name?  Yes  No  NA

Do you establish friendly, professional relationships with families, and pass on any information they share about the child's concerns, feelings, interests etc to Room Leaders?  Yes  No  NA

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Actions required to embed practice

**Week 5, 24 to 28 February 2020 – 5.1.1 Positive educator to child interactions**





## Regulation section

### Law section 166 Offence to use inappropriate discipline

(1) The approved provider of an education and care service must ensure that no child being educated and cared for by the service is subjected to— (a) any form of corporal punishment; or (b) any discipline that is unreasonable in the circumstances. Penalty: \$10 000, in the case of an individual. \$50 000, in any other case.

(2) A nominated supervisor of an education and care service must ensure that no child being educated and cared for by the service is subjected to— (a) any form of corporal punishment; or (b) any discipline that is unreasonable in the circumstances. Penalty: \$10 000.

(3) A staff member of, or a volunteer at, an education and care service must not subject any child being educated and cared for by the service to— (a) any form of corporal punishment; or (b) any discipline that is unreasonable in the circumstances. Penalty: \$10 000.

### Regulation 155 Interactions with children

**This Regulation covers several Elements so we'll look at those parts which apply specially to Element 5.1.1.**

An approved provider must take reasonable steps to ensure that the education and care service provides education and care to children in a way that—

- (a) encourages the children to express themselves and their opinions; and
- (b) allows the children to undertake experiences that develop self-reliance and self-esteem; and ...
- (e) has regard to the family and cultural values, age, and physical and intellectual development and abilities

of each child being educated and cared for by the service.

**Note Regulation 156 Relationships in groups is also relevant but we'll discuss this in relation to another element.**

### Who has to do what?

The Approved Provider and Nominated Supervisor must ensure that no staff member or volunteer uses corporal punishment or unreasonable discipline on a child at the service. If this occurs, the Approved Provider can be fined \$10,000 if they're a person or else \$50,000, and Nominated Supervisors, staff and volunteers can be fined \$10,000.

The Approved Provider must make sure educators:

- encourage each child to express themselves and their opinions
- include experiences which help each child develop self-reliance and self-esteem
- tailor the educational program to reflect each child's family and cultural values, age, physical and intellectual development and abilities.

## Week 5, 24 to 28 February 2020 – 5.1.1 Positive educator to child interactions





#### 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.

##### Unfair dismissal

Unfair dismissal is when an employee is dismissed from their job in a harsh, unjust or unreasonable manner and it was not a genuine redundancy.

The Fair Work Commission decides on cases of unfair dismissal. Employees have to apply to the Commission **within 21 days** of the dismissal. The 21 day period starts the day after the dismissal.

Employees have to be employed for at least 6 months before they can apply for unfair dismissal, or for 12 months if working for a small business (has less than 15 employees including casuals regularly employed at the time of the dismissal). Small businesses have different rules for dismissal. The Commission will deem a dismissal to be fair if the employer can provide evidence they've followed the Small Business Fair Dismissal Code.

<https://www.fairwork.gov.au/ending-employment/unfair-dismissal>

<https://www.fwc.gov.au/termination-of-employment/unfair-dismissal>

#### Week 5, 24 to 28 February 2020 – 5.1.1 Positive educator to child interactions

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