



The checklist educators completed on Tuesday is based on the meeting indicators for Element 5.2.1. If all practices are not embedded then educators are not at the meeting standard. Use the checklist to identify any practice or knowledge gaps:

- Teach/coach those educators who have answered with a 'T'
- Talk with educators who have answered with a 'K' to find out why they don't always do that practice
- Make sure practice is truly embedded if they have answered with an 'E'



Edu
Leader

Plan	
	Do you need any new knowledge to be able to teach your educators? If yes, where will you get this from? eg what guides will you look at, who will you speak to? Could processes be improved so educators can always embed practice?
	Who are you going to teach/coach and/or What processes will you review?
	When are you going to teach/coach them and/ or When are you going to review the processes?
	How are you going to teach/coach eg demonstration, role model, provision of resources, staff meeting etc and or How are you going to review the processes eg observation, critical reflection, discussion with educators and management etc



Video
Training
Click Here
Pre-schoolers



Video
Training
Click Here
School Age

Do you have any questions about 5.2.1 and 5.2.2? If so please email Matt matt@centresupport.com.au and we will try to include the answers in our weekly email on this page.

Week 8, 16 to 20 March 2020– 5.2.1 Collaborative learning

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As they are no specific Regulations covering Element 5.2.1, let's look at how this element fits with the learning frameworks which are based on the relationships children have with other children, educators, and their family and community members.

NQF Guide What Element 5.2.1 aims to achieve	MTOF
<p>“Services provide a range of opportunities for children to learn how to work with others collaboratively and effectively, including through play experiences.”</p>	<p>Learning Outcome: a skill, knowledge or disposition that educators can actively promote in early childhood settings, in collaboration with children and families.</p>
<p>“Educators can support children to learn about and experience cooperation by modelling cooperative behaviour themselves and acknowledging cooperation when it occurs. By nurturing respectful and reciprocal relationships among children, educators support children to value collaboration and teamwork.”</p>	<p>Principle Secure, respectful and reciprocal relationships Mutually supportive relationships are very important in school age care settings. Secure, respectful and reciprocal relationships between children; between children and adults; and amongst adults provide the foundation upon which the community in school age care settings is established.</p>
<p>“As children develop their social skills, educators provide time and space for children to engage in collaborative experiences. These enjoyable experiences help children to learn about their responsibilities to others and to appreciate their connectedness and interdependence as learners.”</p>	<p>Practice Holistic Approaches They see learning as a social activity and value collaborative learning and community participation.</p> <p>Outcome 1.2 Children develop their autonomy, inter-dependence, resilience and sense of agency Educators provide time and environment for children to engage in both individual and collaborative pursuits</p> <p>Outcome 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation Educators model language that children can use to express ideas, negotiate roles and collaborate to achieve goals</p> <p>Outcome 4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity Educators encourage children to engage in both individual and collaborative explorative and reflective learning processes</p> <p>Outcome 5.3 Children collaborate with others, express ideas and make meaning using a range of media and communication technologies Educators encourage the use of technologies between children, and children and educators</p>

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NQF Guide What Element 5.2.1 aims to achieve	MTOP
“By encouraging children’s active involvement in learning experiences, children learn to explore and solve problems and develop greater capacity for independence and collaboration.”	<p>Practice Learning environments Indoor and outdoor environments promote opportunities for sustained shared thinking and collaborative learning.</p>
“Collaborative experiences help children to learn about their responsibilities to others and to appreciate their connectedness and interdependence as learners.”	<p>Outcome 1.2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency Children increasingly co-operate and work collaboratively with others Outcome 3.1 Children become strong in their social and emotional wellbeing Children increasingly co-operate and work collaboratively with others</p>
“Children learn to balance their own needs and wants with those of other children.”	<p>Outcome 2 Children are connected with and contribute to their world When children participate collaboratively in everyday routines, events and experiences and have opportunities to contribute to decisions, they learn to live interdependently</p>
“Older children can challenge and extend their own thinking, and that of others, and create new knowledge in collaborative interactions and negotiations with peers.”	<p>Outcome 4 Children are confident and involved learners Children use processes such as exploration, collaboration and problem solving across all aspects of curriculum.</p>
“By exchanging ideas and collaborating with others, older children can also learn life and social skills, such as conflict resolution and negotiation skills.”	<p>Outcome 4 Children are confident and involved learners Children can challenge and extend their own thinking, and that of others, and create new knowledge in collaborative interactions and negotiations.</p>

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

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 **example** is below and a blank template for you to use is on the following pages.

Room or Group: Tigers

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 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
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) 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) 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

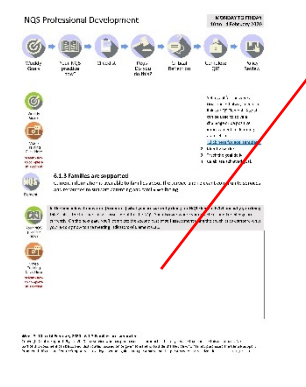
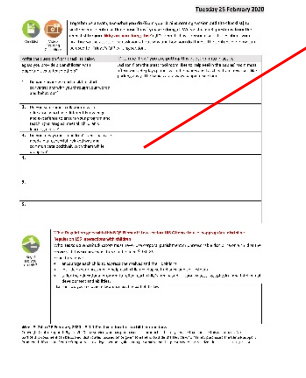
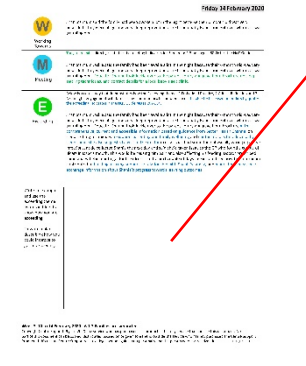
Input	Quality	Educator	Ideas to be actioned
Critical Reflection p6	Eg Good	Nadine	Combine the cubs and tigers for some activities
Critical Reflection p6	Eg Very Good	Nadine	Introduce list of children with shared interests
Critical Reflection p6	Eg Good	Bec	Make sure quieter children have leadership roles too eg in making sure equipment put away properly, watering indoor plants etc.
Critical Reflection p6	Eg Good	Bec	Start involving children in developing risk assessments
Critical Reflection p6	Eg Good	Bec	Set up more spaces inviting small group interactions eg tents, U shapes
Critical Reflection p6			
Critical Reflection p6			
Policy review p9	Eg Very Good	Sarah	Develop transport procedure to ensure no child accidentally left on transport or at destination

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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>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. 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. Saying you're too busy to ensure all children have leadership opportunities isn't acceptable.
	<p>Then use the 6 meeting sentences from page 4 to provide feedback</p> <p>Comment:</p> <ul style="list-style-type: none"> • Great work Bek, don't forget to acknowledge each child's positive interactions too. • Not fully connected to the element Anna, but a very good practice. Add example of how you plan experiences for small and large groups so you are confident to talk to the assessor about your practice.
	<p>Then use the QIP entry from page 8 to provide feedback</p> <p>Comment: Incredible work Bec, everything is covered, and it clearly shows how you are meeting/exceeding the NQS element with your practices.</p>

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