

The checklist educators completed on Tuesday is based on the meeting indicators for Element 5.2.2. 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

Video Training Click Here What is self regulation?



Video Training Click Here Why is self regulation important.



Video Training Click Here Example 1 Self regulation in curriculm.



Video Training Click Here Example 2 Self regulation in curriculm.

#### 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

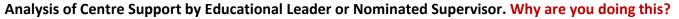
In the next couple of week we're looking at the Exceeding Themes for Standard 5.2 Relationships between Children and 1.3 Assessment and Planning. Do you have any questions about these? If so please email Matt <a href="matt@centresupport.com.au">matt@centresupport.com.au</a> and we will try to include the answers in our weekly email on this page.

#### Week 9, 23 to 27 March 2020-5.2.2 Self-regulation

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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 **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	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			
(Page 1)	process on the right hand side. Let's organise a time to go through and complete it properly.			
Brainstorm	The question isn't answered, they have completed what appears to be goals, the idea of this section is to tell me what you			
(Page 1)	are currently doing, not what you want to do.			
Checklist	Room Leader did not complete. Too perfect, only two 'Ks' and everything else is Embedded, that is not how I saw the room			
(Page 2-3)	on my visit, children trying to get educators' attention.			
6 Meeting	Page missing – please complete and hand in by Monday			
sentences (Page 4)				
Reg	Page missing – please complete and hand in by Monday			
(Page 4)				
Critical Reflection	Nadine, Bec was fantastic and Maddie is getting there. Next week Georgie should guide Maddie.			
(Page 6)	Breanna DID NOT COMPLETE — please complete and hand in by Monday			
Training Video	All educators have demonstrated they have watched the videos by answering questions from it.			
(Page 7)				
Policy review	Not signed by Maddie and Bek, a comment would be nice – please complete and hand in by Monday			
(page 9)				
Critical Reflection	Not completed properly, a total of 4 cannot equal 80%. Other program decisions need to be entered onto this sheet – Let's			
Group (page 10)	organise a time to go through and complete it properly.			
Optional				

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	Adjust group size and mix of children.	
Critical Reflection p6	Eg Very Good	Nadine	Include behaviour management strategies in regular team meetings.	
Critical Reflection p6	Eg Good	Bec	Always include EL or NS in conversation with families whose child has behaviour management plan.	
Critical Reflection p6	Eg Good	Bec	Make sure children understand it's normal to sometimes feel angry, sad, upset etc.	
Critical Reflection p6	Eg Good	Bec	Teach children mindfulness	
Critical Reflection p6				
Critical Reflection p6				
Policy review p9	Eg Very Good	Sarah	Research more behaviour management strategies.	

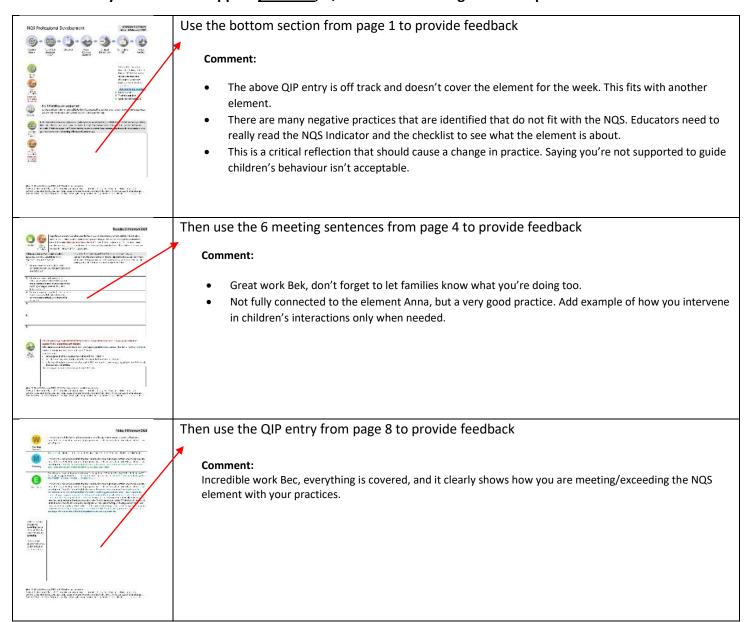
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### Detailed analysis of Centre Support part two, QIP entries for strengths and improvements



#### Week 9, 23 to 27 March 2020-5.2.2 Self-regulation



Group (page 10)
Optional



## Analysis of Centre Support – Part 1

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Section	Comment
Goal	
(Page 1)	
Brainstorm	
(Page 1)	
Checklist	
(Page 2-3)	
6 Meeting	
sentences	
(Page 4)	
Reg	
(Page 4)	
Critical Reflection	
(Page 6)	
Training Video	
(Page 7)	
Policy review	
(page 9)	
Critical Reflection	

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 <u>all\_educators complete their own Critical Reflection page</u> so they can contribute to the QIP.

Critical Reflection and Policy Review - Actions identified

Input	Quality	Educator	Ideas to be actioned – these become your improvement plan	Date complete

As Nominated Supervisor and Educational Leader, you need to help your educators to plan HOW they are going to action the improvements they identified.

#### Week 9, 23 to 27 March 2020-5.2.2 Self-regulation

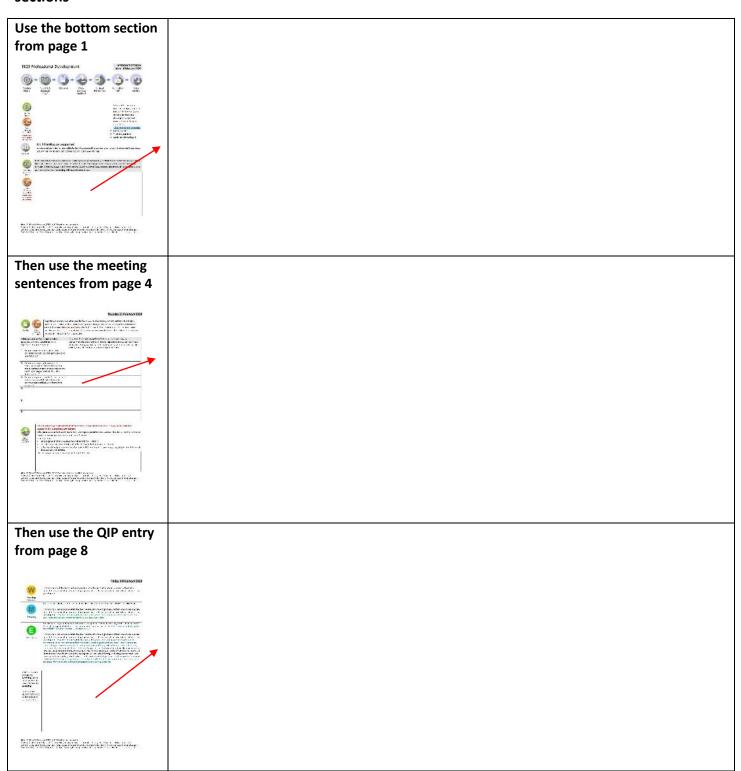
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# Detailed analysis of Centre Support - Part 2, comment and give feedback to your educators from the 3 sections



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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