



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 curriculum.



Video Training  
Click Here  
Example 2 Self regulation in curriculum.

Plan	
	<b>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?</b>
	<b>Who are you going to teach/coach and/or What processes will you review?</b>
	<b>When are you going to teach/coach them and/ or When are you going to review the processes?</b>
	<b>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</b>

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 [matt@centresupport.com.au](mailto:matt@centresupport.com.au) 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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**Analysis of Centre Support by Educational Leader or Nominated Supervisor. Why are you doing this?**Video  
Training  
Click Here

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. <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 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

	<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 not supported to guide children's behaviour isn't acceptable.</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 let families know what you're doing too.</li> <li>• Not fully connected to the element Anna, but a very good practice. Add example of how you intervene in children's interactions only when needed.</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 9, 23 to 27 March 2020– 5.2.2 Self-regulation

**Analysis of Centre Support – Part 1****Room or Group:**

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 Group (page 10) <b>Optional</b>	

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 – 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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Educational Leader



Nominated Supervisor's NQS  
Self-Paced Learning Modules

MONDAY TO FRIDAY  
23 to 27 March 2020

### 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

WORKSHEET  
Date: \_\_\_\_\_

Activity 1: \_\_\_\_\_

Activity 2: \_\_\_\_\_

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Then use the meeting sentences from page 4

Meeting Minutes

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

Attendees: \_\_\_\_\_

Agenda:

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Then use the QIP entry from page 8

Quality Improvement Plan (QIP)

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**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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