



The checklist educators completed on Tuesday is based on the meeting indicators for Element 6.1.1. 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



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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

Please note over the next two weeks we will be looking at Standard 5.1. Do you have any questions about 5.1.1 and 5.1.2? 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 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
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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. 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 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	Set up cultural corners/areas with resources and learning activities which reflect children's cultural background

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>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 engage in regular conversations with children 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 the smaller achievements of each child. • 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
	<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>

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

<p>Use the bottom section from page 1</p> 	
<p>Then use the meeting sentences from page 4</p> 	
<p>Then use the QIP entry from page 8</p> 	

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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