



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



Complete QIP

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.

Note OIP 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.



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
	Click here for goal template.
2	Identify harriers

- Identify barriers
- 3. Track the goal daily
- 4. Celebrate achieved goal.

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?



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 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	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 5)	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 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

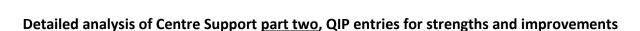
Input	Quality	Educator	Ideas to be actioned
Critical Reflection p5	Eg Good	Nadine	Label equipment and resources in children's home language
Critical Reflection p5	Eg Very Good	Nadine	New educators need to be trained on how to speak and communicate to parents
Critical Reflection p5	Eg Good	Bec	Develop 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

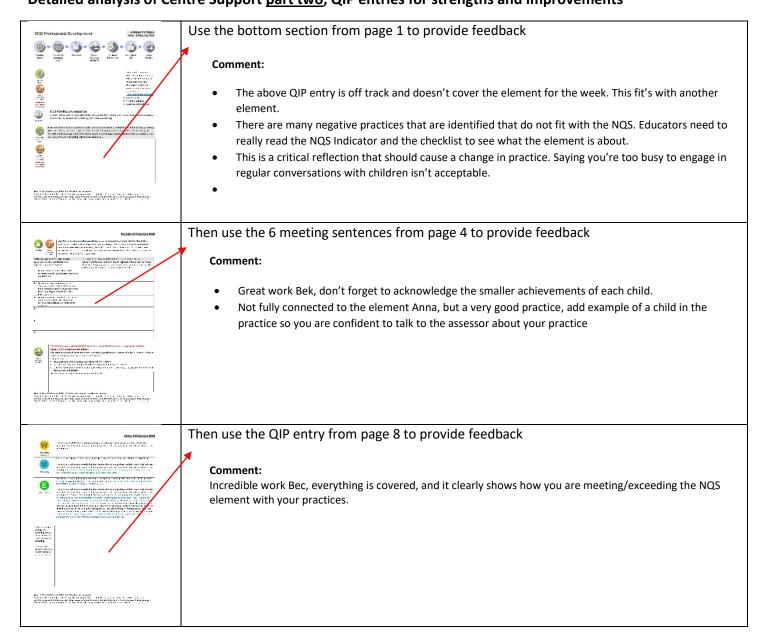
Week 5, 24 to 28 February 2020 – 5.1.1 Positive educator to child interactions

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





Room or Group:

Critical Reflection Group (page 10) Optional



Analysis of Centre Support – Part 1

Section	Comment
Goal	
(Page 1)	
Brainstorm	
(Page 1)	
Checklist	
(Page 2-3)	
6 Meeting	
sentences	
(Page 4)	
Reg	
(Page 4)	
Critical Reflection	
(Page 5)	
Training Video	
(Page 7)	
Policy review	
(page 9)	

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

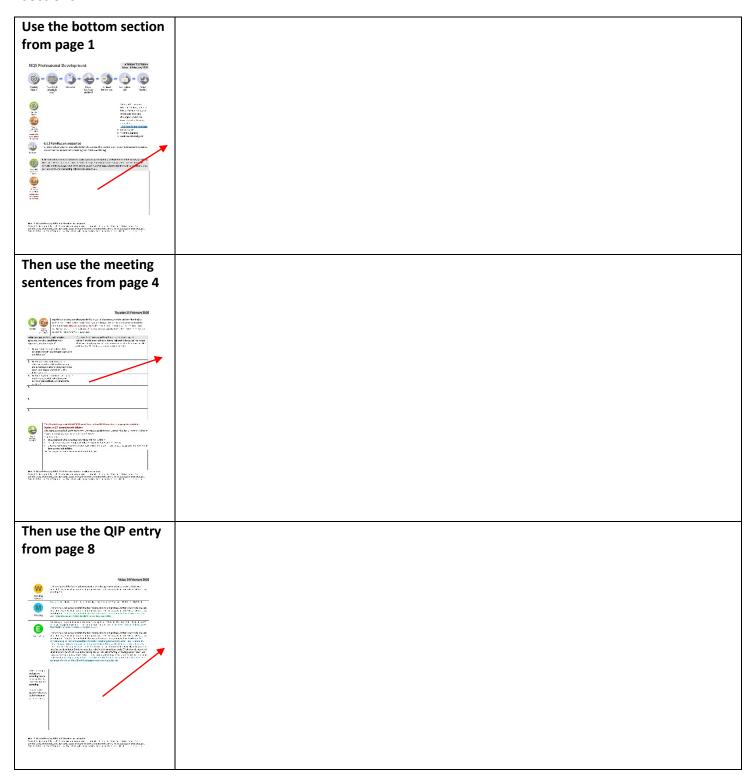
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Detailed analysis of Centre Support - Part 2, comment and give feedback to your educators from the 3 sections



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.

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

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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

Flease collude tills checklist and address issues that are identified			
Staffing			
Do you roster familiar caregivers for children to build attachment and help them feel safe	O Yes	O No	ONA
and secure?			
Do you consider children's attachment to caregivers when organising room educators for a	O Yes	O No	ONA
new year?			
Do you consider educators' experience, strengths and interests when allocating staff to	O Yes	O No	ONA
children's groups?			
Do your group sizes and makeup always promote children's sense of belonging at the	O Yes	O No	ONA
service and communication with families?			
Environment			
Do you support educators to adapt the environment and provide resources to ensure	O Yes	O No	ONA
learning is inclusive eg so children with additional needs, from various cultural backgrounds			
or various learning styles can confidently participate?			
Does the environment always sound relaxed and calm – a place where each child can feel	O Yes	O No	ONA
safe, happy and secure?			
Does the environment reflect the daily lives of the children, their families and the	O Yes	O No	ONA
community?			
Practices			
Does your Statement of Philosophy explain your approach to equity and inclusion?	O Yes	O No	ONA
Are there processes in place to ensure you and your educators learn about the histories,	O Yes	O No	ONA
cultures, languages, traditions and parenting practices of service families eg enrolment and			
orientation procedures, family information nights etc?			
Can you and educators confidently discuss practices which support each child's preferences	O Yes	O No	ONA
and help them feel a sense of belonging at service?			
Is there evidence you discuss plans to include children with additional needs with educators	O Yes	O No	O^{NA}
and staff?			
Are you confident educators can talk about how the program and routines are guided by	O Yes	O No	O^{NA}
children's input, preferences, needs and what's happening on the day?			
Are you confident educators can demonstrate how they use information from observations	O Yes	O No	ONA
and interactions with children to extend each child's learning?			
Is there evidence educators with diverse knowledge and experience collaborate to ensure	O Yes	O No	ONA
each child's learning needs are met?			
Does children's documented learning show how educators' interactions with children	O Yes	O No	ONA
promote learning outcomes?			
Do you support educators to maintain children's home language eg by using home language	O Yes	O No	ONA
words and signage?			
Do you ensure educators always guide children's behaviour in positive ways ie never yell at	O Yes	O No	ONA

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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?	O Yes	O No	ONA
Do you maintain eye contact with children when interacting with them and use their name?	O Yes	O No	ONA
Do you establish friendly, professional relationships with families, and pass on any	O Yes	O No	ONA
information they share about the child's concerns, feelings, interests etc to Room			
Leaders?			
Actions required to embed practice			



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.



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/endingemployment/unfair-dismissal https://www.fwc.gov.au/termination-ofemployment/unfair-dismissal