

The checklist educators completed on Tuesday is based on the meeting indicators for Element 5.1.2. 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



embed practice?

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



Video **Training** Click Here Aboriginal Connections Who are you going to teach/coach and/or

What processes will you review?



Video Training Click Here UN Article 17

When are you going to teach/coach them and/or

When are you going to review the processes?



Video **Training** Click Here UN Article 30

How are you going to teach/coach eg demonstration, role model, provision of resources, staff meeting etc

How are you going to review the processes eg observation, critical reflection, discussion with educators and management etc

Please note in the coming weeks we will be looking at Standard 5.2. 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 6, 2 to 6 March 2020 - 5.1.2 Dignity and rights of the child

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MONDAY TO FRIDAY

2 to 6 March 2020





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: Cubs 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	Give awards to children who call out discriminatory behaviour	
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	Keep records of each child's contribution to curriculum	
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	Implement role model activities around friendships and social interactions	
Critical Reflection p5				
Critical Reflection p5				
Policy review p8	Eg Very Good	Sarah	Review QIP to ensure families/children can't be identified where this may jeopardise the privacy of the child or family eg information makes it easy to identify a child with special needs/medical condition or family in special circumstances	

Week 6, 2 to 6 March 2020 - 5.1.2 Dignity and rights of the child

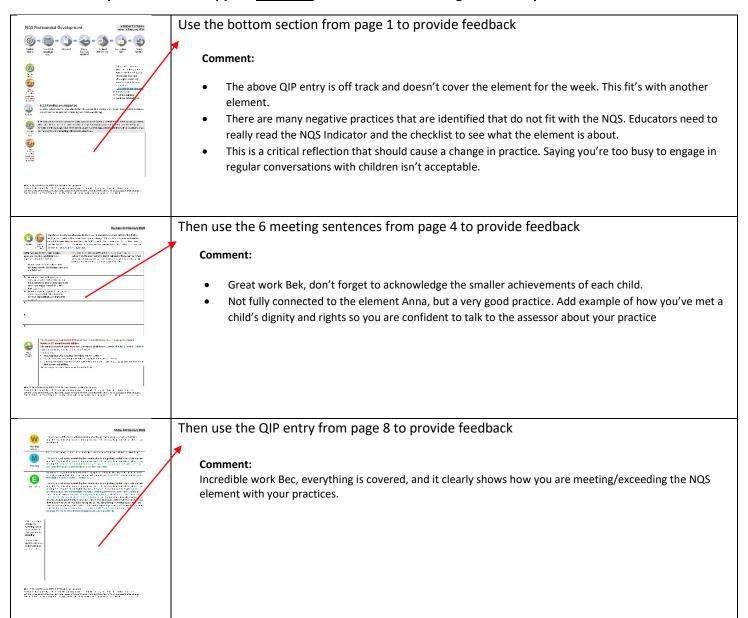
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Detailed analysis of Centre Support part two, QIP entries for strengths and improvements



Week 6, 2 to 6 March 2020-5.1.2 Dignity and rights of the child





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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 5)	
Training Video	
(Page 7)	
Policy review	
(page 9)	
Critical Reflection	
Group (page 10)	
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 <u>all</u> 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.

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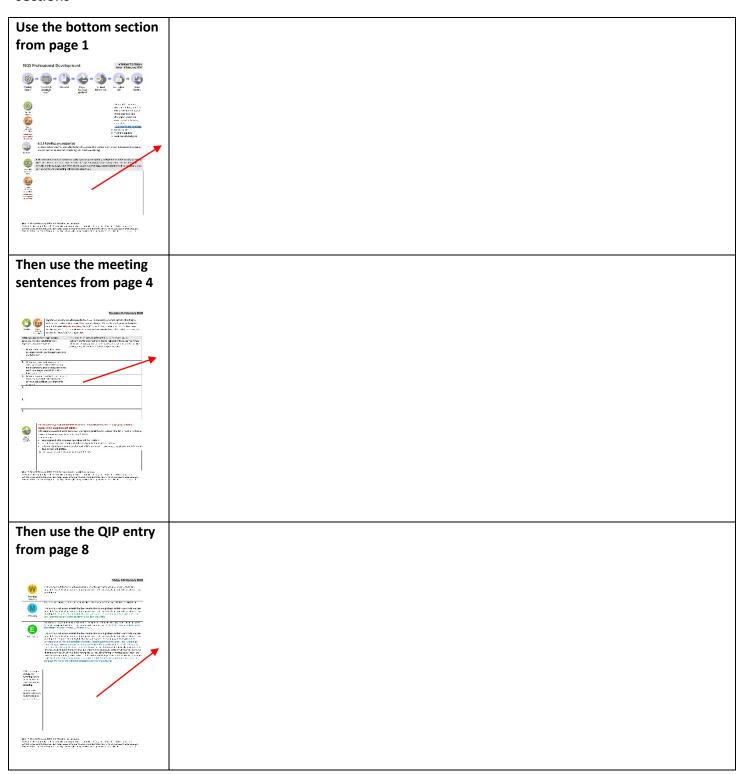
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Detailed analysis of Centre Support - Part 2, comment and give feedback to your educators from the 3 sections



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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