



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



Video  
Training  
Click Here  
Aboriginal  
Connections



Video  
Training  
Click Here  
UN  
Article 17



Video  
Training  
Click Here  
UN  
Article 30

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>

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](mailto: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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**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 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 (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. <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 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

	<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 too busy to engage in regular conversations with children 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 acknowledge the smaller achievements of each child.</li> <li>• Not fully connected to the element Anna, but a very good practice. Add example of how you've met a child's dignity and rights so you are confident to talk to the assessor about your practice</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 6, 2 to 6 March 2020– 5.1.2 Dignity and rights of the child



## 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 5)	
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 6, 2 to 6 March 2020– 5.1.2 Dignity and rights of the child

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Educational Leader



Nominated Supervisor's NQS  
Self-Paced Learning Modules

MONDAY TO FRIDAY  
2 to 6 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

Knowledge (NQS) - February 2020

5.1.2 Dignity and rights of the child

5.1.2.1 Educators are respectful

5.1.2.1.1 Educators are respectful of the dignity and rights of the child, including:

- the child's individuality, including their culture, language, abilities and interests
- the child's privacy and confidentiality
- the child's right to be heard
- the child's right to be safe
- the child's right to be free from discrimination
- the child's right to be free from violence and abuse
- the child's right to be free from exploitation
- the child's right to be free from slavery and trafficking
- the child's right to be free from forced labour
- the child's right to be free from child marriage
- the child's right to be free from child sexual abuse and exploitation
- the child's right to be free from child labour
- the child's right to be free from child trafficking
- the child's right to be free from child prostitution
- the child's right to be free from child pornography
- the child's right to be free from child sexual abuse and exploitation
- the child's right to be free from child labour
- the child's right to be free from child trafficking
- the child's right to be free from child prostitution
- the child's right to be free from child pornography

Then use the meeting sentences from page 4

Thursday 25 February 2020

Meeting with Nominated Supervisor and Educational Leader

Agenda:

1. Review of NQS Professional Development
2. Review of NQS Self-Paced Learning Modules
3. Review of NQS Evidence
4. Review of NQS Feedback
5. Review of NQS Improvement Plan
6. Review of NQS Action Plan
7. Review of NQS Progress
8. Review of NQS Outcomes
9. Review of NQS Next Steps
10. Review of NQS Summary

Meeting Notes:

The meeting was held on Thursday 25 February 2020 at [Location]. The meeting was attended by [Names]. The meeting was chaired by [Name].

The meeting agenda was as follows:

1. Review of NQS Professional Development
2. Review of NQS Self-Paced Learning Modules
3. Review of NQS Evidence
4. Review of NQS Feedback
5. Review of NQS Improvement Plan
6. Review of NQS Action Plan
7. Review of NQS Progress
8. Review of NQS Outcomes
9. Review of NQS Next Steps
10. Review of NQS Summary

The meeting was successful and all items were discussed. The meeting was held on Thursday 25 February 2020 at [Location]. The meeting was attended by [Names]. The meeting was chaired by [Name].

Then use the QIP entry from page 8

Friday 24 February 2020

Quality Improvement Plan (QIP) Entry

Area: 5.1.2 Dignity and rights of the child

Standard: 5.1.2.1 Educators are respectful

Indicator: 5.1.2.1.1 Educators are respectful of the dignity and rights of the child, including:

- the child's individuality, including their culture, language, abilities and interests
- the child's privacy and confidentiality
- the child's right to be heard
- the child's right to be safe
- the child's right to be free from discrimination
- the child's right to be free from violence and abuse
- the child's right to be free from exploitation
- the child's right to be free from slavery and trafficking
- the child's right to be free from forced labour
- the child's right to be free from child marriage
- the child's right to be free from child sexual abuse and exploitation
- the child's right to be free from child labour
- the child's right to be free from child trafficking
- the child's right to be free from child prostitution
- the child's right to be free from child pornography

Current Status: Not Met

Target Date: 31 March 2020

Responsible Person: Educational Leader

Supporting Evidence: [List of evidence]

Next Steps: [List of next steps]

**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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