



Video Training
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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

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.



40 Week QIP Template
Click here to download

Note QIP 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.



2020 Weekly learning activities
Click here to download

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.



Weekly Goals



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to learn how to complete this section

	<ol style="list-style-type: none"> 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 barriers 3. Track the goal daily 4. Celebrate achieved goal.
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Week 6, 2 to 6 March 2020– 5.1.2 Dignity and rights of the child

**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	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>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 how you've met a child's dignity and rights 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 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) <i>Optional</i>	

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



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

<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 6, 2 to 6 March 2020– 5.1.2 Dignity and rights of the child

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Checklist



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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.

Please watch the video this week

NQS 5.1.2. Dignity and rights of the child

Please conduct this checklist and address issues that are identified

Practice	Yes	No	NA
Are children's meals always ready before they fall asleep?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are you confident educators respond to children's hunger and thirst outside meal and snack times?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are you confident educators can explain how they adjust schedules and routines to meet children's needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can you confidently explain how you support a culturally inclusive environment and educators' cultural competence?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can you confidently explain how you/educators communicate with families about culturally diverse practices?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you always support educators when they encourage children to engage in risky play (not hazardous play)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you ensure there are sufficient resources available for children so there are not excessive wait times?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you ensure diverse resources are available to celebrate different cultures and backgrounds?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are you confident educators engage children in quiet restful activities if they don't want to sleep/rest, and let children sleep/rest outside routine sleep/rest times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Documentation			
Can educators show you many examples of learning documentation that shows how family backgrounds and values are included in the program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is the UN Convention on the Rights of the Child displayed in an appropriate area eg classrooms, staffroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can educators show you documented reflections on the ways they:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• meet the equity and rights of each child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• identify and minimise the impact of their own biases on practices and relationships with children and families?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are there documented policies and procedures to follow when managing incidents like biting, bullying and other inappropriate behaviour?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is there evidence of professional development undertaken by educators in areas which support children's rights and dignity eg behaviour management, cultural competence, gender equity, positive communication?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Actions required to embed practice

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

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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 5.1.2.

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—
(c) maintains at all times the dignity and rights of each child; and
(d) gives each child positive guidance and encouragement toward acceptable behaviour;

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:

- always ensure the dignity and rights of each child and
- give each child positive guidance and encouragement toward acceptable behaviour.

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



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.

Coronavirus and workplace laws

Full and part-time employees who can't come to work because they're sick can take paid sick leave. Employees who need to look after a family member or someone in their household who's sick with Coronavirus are entitled to take paid carer's leave (which we covered in week 27 2019).

Casual employees are entitled to 2 days unpaid carer's leave per occasion. Full and part-time employees can take unpaid carer's leave if they have no paid sick or carer's leave left.

An employee must give you evidence of the illness if you ask for it.

Employees who can't return from overseas or are required to enter quarantine because of the Coronavirus should contact you immediately. The Fair Work Act does not have specific rules for these situations so you will need to come to an arrangement with the employee which may include:

- taking sick leave if the employee is sick
- taking annual leave
- taking other leave available to them (eg long service leave)

- arranging other paid or unpaid leave by agreement between the employee and the employer.

If an employee wants to stay at home as a precaution against exposure to Coronavirus, they need to apply for a type of paid or unpaid leave.

You have responsibilities to ensure the health and safety of employees under work, health and safety laws. This includes ensuring employees (and children) aren't exposed to someone at risk of infection from Coronavirus. If an employee is at risk of infection (eg they've recently travelled through mainland China, or been in close contact with someone who has the virus), you should request the employee seek medical clearance from a doctor, or not work during the risk period. If you direct a full-time or part-time employee not to work, they are usually entitled to be paid while complying with the direction.

Under the Fair Work Act, an employee can only be stood down without pay if they can't do useful work because of equipment break down, industrial action or a stoppage of work for which the employer can't be held responsible. The most common scenarios are severe and inclement weather or natural disasters. We covered this in Week 35 2019.

<https://www.fairwork.gov.au/about-us/news-and-media-releases/website-news/coronavirus-and-australian-workplace-laws>

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