



The checklist educators completed on Monday, Tuesday and Wednesday is based on the exceeding indicators for Standard 5.1. 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

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 three weeks we will be looking at Standard 5.2. Do you have any questions about Elements 5.2.1, 5.2.2 or the 5.2 exceeding themes? 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 7, 9 to 13 March 2020- Standard 5.1, Relationships between educators and children.



Analysis of Centre Support. Why are you doing this?

This 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 upon.

A completed sample is below and a blank template for you to use is on the following pages.

Room or Group: Cubs

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.
Checklist (Page 2,3 & 4)	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.
Critical Reflection (Page 6)	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
QIP Improvement contribution (page 7)	Page missing – please complete and hand in by Monday
QIP Strength contribution (page 8)	Page missing – please complete and hand in by Monday
Policy review (page 9)	Great suggestion re documented procedure Sarah 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 6 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.**

Actions identified from critical reflection and other sections from the weekly material

Input	Quality	Educator	Ideas to be actioned
Critical Reflection p6	Good	Nadine	Improve way we document critical reflection by
Critical Reflection p6	Very Good	Nadine	Review art displays to ensure all children's work regularly displayed
Critical Reflection p6	Good	Bec	Work on noise in room so no need to yell
Critical Reflection p6	Good	Bec	Participate in training which explains what it means to consider social justice and equity outcomes
Critical Reflection p6	Good	Bec	Document relevant procedures for children using images/icons etc
Critical Reflection p6	Good	Bec	
Critical Reflection p6	Can improve	Maddie	
Policy review p9	Very Good	Sarah	Complaint form to be amended.

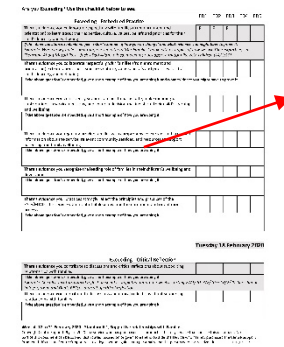
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Analysis of Centre Support - Part 2, comment and give feedback to your educators from the 3 sections

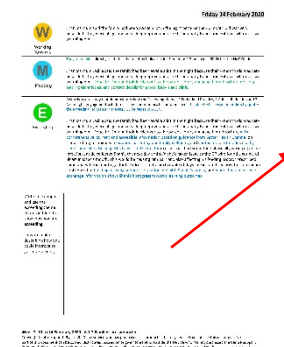
Use the checklist from page 2,3, 4



Comment:

- The examples are off track and don't cover the exceeding themes. Need to go back and look at the exceeding indicators.
- There are many negative practices that are identified that do not fit with the NQS requiring children to participate, implementing ideas which come mainly from educators.
- This is a critical reflection that should cause a change in practice

Then use the QIP entry from page 8



Comment:

Incredible work Bec, everything is covered, and it clearly shows how you are exceeding the NQS Standard with your practices.

Week 7, 9 to 13 March 2020- Standard 5.1, Relationships between educators and children.



Analysis of Centre Support – Part 1

Room or Group:

Section	Comment
Goal (Page 1)	
Checklist Theme 1 (Page 1)	
Checklist Theme 2 (Page 2)	
Checklist Theme 3 (Page 3)	
Critical Reflection (Page 5)	
Policy review (page 9)	
Critical Reflection Group (page 10)	

Use the information from the Critical Reflection on Page 6 right hand column (Step 2 Change Practice) and policy review to complete this section. **We strongly suggest all educators complete their own Critical Reflection page so they can contribute to the QIP.**

Actions identified from critical reflection and other sections from the weekly material

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 plan HOW they are going to action the improvements they identified.

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Educational Leader



Nominated Supervisor's NQS
Self-Paced Learning Modules

MONDAY TO FRIDAY
9 to 13 March 2020

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

Use the checklist from page 2,3, 4

The screenshot shows a checklist form with multiple rows and columns. A red arrow points to a specific row in the middle of the form. The text is small and difficult to read, but it appears to be a checklist for a checklist.

Then use the QIP entry from page 8

The screenshot shows a QIP entry form with a red arrow pointing to a specific section. The form has a header with the date 'Friday 28 February 2020' and several sections with icons (W, P, E). The text is small and difficult to read, but it appears to be a QIP entry form.

Last step – if no adjustments are required, copy educators input from their Centre Support’s weekly professional develop sheets 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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