



Remember: Our material can be printed or used as a digital PDF copy and keep 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](#)

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 (this week it's based on the exceeding themes for Standard 5.1)
- 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

	<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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Complete
QIP

Help your educators write the QIP with the weekly professional development activities.

Why are you doing this? Your educators have discovered where your services' practice is compared to the NQS Guide (Comparing what you currently do and Monday, Tuesday and Wednesday's Exceeding checklist). If they have discovered practices, processes, checklist or areas they need to improve upon, help them improve. It could be with training, changing a checklist, a procedure or a physical area. Write this up in the QIP's improvement section.

If your educators have discovered practice that is EXCEEDING, they then add 'How they are Exceeding', by typing it in below the question in the space provided.

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.

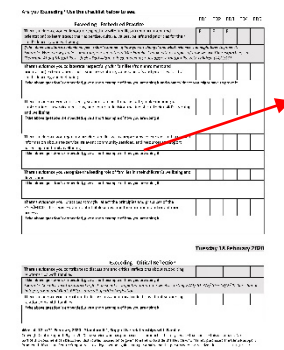
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Analysis of Centre Support - Part 2, comment and give feedback to your educators from the 3 sections

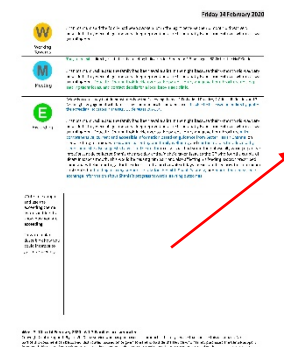
Use the checklist from page 2,3, 4



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.

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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 with multiple rows and columns. A red arrow points to a specific row in the middle of the checklist.

Then use the QIP entry from page 8

The screenshot shows a QIP entry with a date of Friday 28 February 2020. It includes a table with columns for 'What', 'Why', and 'How'. A red arrow points to a specific row in the table.

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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Checklist

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'exceeding the NQS'. 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.

Standard 5.1 Exceeding themes Relationships between educators and children
Please conduct this checklist and address issues that are identified

Embedded Practice

Is there evidence educators are committed to building and maintaining respectful and equitable relationships with each child?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence educators are committed to building trusting relationships with each child, and always support them to feel secure, confident and included?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence educators always protect and promote the rights of each child?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence educators always respect the dignity and worth of each child?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Could educators confidently explain what it means to maintain each child's dignity and rights to an assessor, and how their relationships with children support this?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence educators' relationships with children meet the principles and practices of the MTOP?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence educators' relationships with children support your service philosophy, policies and procedures?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Critical Reflection

Is there evidence all educators regularly contribute to discussions and critical reflections about relationships/interactions between educators and children?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators enhance children's learning, sense of belonging and identity through critical reflection?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Can all educators explain how their interactions with children are based on current recognised guidance and what theoretical views influence their practice?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators are aware of how their particular practices, views, biases etc may affect their relationships with children?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators contribute to team discussions on the social justice and equity outcomes of their interactions with each child to support children's dignity, rights, cultures and best interests?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators contribute to team discussions about inclusive practices eg challenging stereotypes and biases?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators contribute to team discussions that identify and discuss personal, professional and organisational values that influence relationships between educators and children?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence you ensure any change to the service's approach to relationships between educators and children is understood by all and implemented appropriately?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Engagement with families and community

Is there evidence relationships with families reflect the service's unique geographical, cultural and community context?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence relationships with families welcome, reflect and draw on the voices, priorities and strengths of the children and families at the service?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence educators' relationships with each child contribute to a culture of	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

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inclusiveness and sense of belonging for children and families at the service?

Is there evidence relationships with children are strengthened by meaningful relationships with families and the community?

Yes No NA

Actions required to embed practice

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Regulation section

As we've looked at what Regulation goes with Standard 5.1's Elements, we'll take consider some of the Laws that allow you to legally enforce isolation and non-attendance requirements. This is particularly relevant currently for corona virus.

Education and Care Services National Law Section 167 Offence relating to protection of children from harm and hazards

(1) The approved provider and nominated supervisor of an education and care service must ensure that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury.
Penalty: \$10 000, in the case of an individual. \$50 000, in any other case.

Education and Care Services National Regulations Regulation 77 Health, hygiene and safe food practices

The approved provider and nominated supervisor of an education and care service must ensure that nominated supervisors and staff members of, and volunteers at, the service implement—
(a) adequate health and hygiene practices; and
(b) safe practices for handling, preparing and storing food—
to minimise risks to children being educated and cared for by the service.
Penalty: \$2000.

Work, Health and Safety Laws and Regulations - "Businesses must have measures in place to protect workers at risk from Coronavirus"

WHS laws require employers to ensure, so far as is reasonably practicable, the health and safety of their workers and others at the workplace. This includes providing and maintaining a work

environment that is without risks to health and safety.

Businesses must identify hazards at the workplace, and the associated risks, and do what is reasonably practicable to eliminate the risks, or to minimise the risks if elimination is not reasonably practicable.

Workers also have a duty to take reasonable care for their own health and safety and to not adversely affect the health and safety of others.

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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.

Last year in Week 32 we looked at the National Employment Standards – Fair Work Information Statement.

You must give every new employee a copy of the Statement before, or as soon as possible after, they start their new job.

Did you know Fair Work have updated the Statement to make it easier to understand minimum workplace entitlements?

It's also available in over 30 languages. You can download a copy in your chosen language from Fair Work's Language help pages

<https://www.fairwork.gov.au/language-help>

<https://www.fairwork.gov.au/about-us/news-and-media-releases/website-news/workplace-rights-and-obligations-in-your-language>

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