



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 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.

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 1.3)
- 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 12, 27 April to 1 May 2020- Standard 1.3, Assessment and Planning

Analysis of Centre Support – Part 1 **To see a completed sample of these pages click here**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
27 April to 1 May 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 header 'Friday 28 February 2020'. It contains several sections with icons: 'WY' (Workload), 'P' (Professionalism), and 'E' (Engagement). A red arrow points to the 'E' section.

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

PLEASE WATCH VIDEO FIRST – CLICK ON THE ICON. 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 '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 1.3 Exceeding themes Assessment and Planning

Please conduct this checklist and address issues that are identified

Embedded Practice

Is there evidence all educators consistently engage in planned and spontaneous critical reflection on children's learning and development, individually and with their team?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators consistently use what they learn through critical reflection to make changes to the program?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident all educators could confidently explain to an assessor how they consistently implement an assessment and planning cycle for each child ie how they collect and analyse information, then plan, implement and reflect in a way that enhances learning outcomes?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident all educators could confidently explain to an assessor how their assessment and planning connects to the principles, practices and outcomes of the EYLF/MTOP?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident all educators could confidently explain to an assessor how their assessment and planning connects to the service philosophy and quality expectations?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators consistently discuss each child's progress and participation in the program with their family?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all learning documentation is consistently of high quality and meets service expectations?	<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 aimed at improving practice around assessment and planning for both children and families and make changes as required?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators regularly contribute to discussions and critical reflections aimed at improving communication with families about their child's learning and participation?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident all educators can explain how their assessment and planning is informed by current recognised guidance?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident all educators can explain some of the theories that influence their teaching practices and how these contribute to continuous improvement?	<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 assessment and planning to ensure the circumstances and rights of every child are met?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident all educators can explain some of the theories that influence your assessment and planning practices and how these contribute to continuous improvement?	<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 assessment and planning is understood by all and implemented appropriately?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Engagement with families and community

Week 12, 27 April to 1 May 2020- Standard 1.3, Assessment and Planning

Is there evidence educators' your assessment and planning practices 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 your assessment and planning practices 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 all educators consistently include children's voices and views when planning and implementing learning?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators consistently involve children in assessing and planning their own learning and development?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators consistently engage with children and families so they can include children's learning and development outside the service in the curriculum?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators consistently communicate with each family in ways that meets their individual circumstances including cultural background?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Actions required to embed practice

Week 12, 27 April to 1 May 2020- Standard 1.3, Assessment and Planning



Regulation section

Law Section 168 Offence relating to required programs

The approved provider and nominated supervisor of an education and care service must ensure that a **program** is delivered to all children being educated and cared for by the service that

- (a) is based on an approved learning framework
- (b) is delivered in a manner that accords with the approved learning framework
- (c) is based on the developmental needs, interests and experiences of each child
- (d) is designed to take into account the individual differences of each child.

Penalty: \$4000, in the case of an individual. \$20 000, in any other case.

Regulation 74 Documenting of child assessments or evaluations for delivery of educational program

- (1) The approved provider of the education and care service must ensure that, for the purposes of the educational program, the following are documented for a child preschool age or under
 - (i) assessments of the child's developmental needs, interests, experiences and participation in the educational program and
 - (ii) assessments of the child's progress against the outcomes of the educational program
- (2) In preparing the documentation, the approved provider must
 - (a) consider
 - (i) the period of time that the child is being educated and cared for by the service and
 - (ii) how the documentation will be used by the educators at the service and
 - (b) prepare the documentation in a way that is readily understandable by the educators at the service and the parents of the child.

Note. A compliance direction may be issued for failure to comply with subregulation (1).

Regulation 75 Information about the educational program to be kept available

The approved provider of an education and care service must ensure that

- (a) information about the contents and operation of the educational program for the service is displayed at the education and care service premises at a place accessible to parents of

children being educated and cared for by the service and

- (b) a copy of the educational program is available at the following places for inspection on request
 - (i) in the case of a centre-based service, at the education and care service premises;
 - (ii) in the case of a family day care service, at each family day care residence or family day care venue.

Note. A compliance direction may be issued for failure to comply with this regulation.

Regulation 76 Information about educational program to be given to parents

The approved provider of an education and care service must ensure that a parent of a child being educated and cared for by the service is provided with the following information on request

- (a) information about the content and operation of the educational program so far as it relates to that child
- (b) information about the child's participation in the program
- (c) a copy of the documents kept under regulation 74 in respect of the child.

Note. A compliance direction may be issued for failure to comply with this regulation.

Who has to do what?

The Approved Provider must ensure educators document children's learning in a way that meets NQS Standard 1.1 Program and shows each child's progress towards the EYLF Learning Outcomes. Documentation must be easy to understand for both families and other educators. Children who spend more time at the service will have more documentation.

Information about the educational program and the EYLF must be displayed where parents can easily see it and a copy of the program and EYLF must be available for parents to look over.

If parents ask they must be given documented assessments of their child's participation and progress towards learning outcomes, together with any other relevant information.

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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.

Fair Work has recently added a [JobKeeper Disputes](#) page to its website. The Fair Work Commission can help employers and employees resolve disputes about implementing 'Jobkeeper enabling directions' or flexibility agreements. These provisions apply until 28 September 2020 and can be used because of the adverse effects on the business from the COVID-19 pandemic.

Jobkeeper Enabling Directions can cover:

- 'JobKeeper enabling stand down direction'
 - not work on a day/days the employee would usually work
 - work for a shorter time than normal on one or more days
 - work fewer hours than their ordinary hours of work
- the duties to be performed by an employee
 - must be safe and reasonable
 - must be necessary to continue the employment of one or more employees
 - hourly base rate of pay must not be less than what employee was earning, and if performing higher duties, must be paid at higher rate
- an employee's work location
 - can include employee's home
 - travel required must be reasonable
 - must be safe and reasonable
 - must be necessary to continue the employment of one or more employees

You must:

- **give employees at least 3 days written notice** of your intention to give a JobKeeper Enabling Direction (can be shorter if employee genuinely agrees)
- **consult with an employee** (or their representative) before giving a JobKeeper Enabling Direction.

Jobkeeper Agreements can cover:

- employees taking annual leave including on half pay
 - must leave at least 2 weeks annual leave
 - employees cannot unreasonably refuse request
 - you can agree with employee to take twice as much leave at half pay
- days or times of work
 - can ask employees to work on different days and times
 - cannot reduce employees ordinary hours of work
 - employees cannot unreasonably refuse request
 - must be safe and reasonable.

JobKeeper Enabling Directions and Agreements must be in writing and only apply to employees receiving JobKeeper Payments from you.

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