



Video  
Training  
Click Here

### 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.



Complete  
QIP

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.



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
- 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



2020 Weekly  
learning  
activities  
Click here  
to download

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"> <li>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 <a href="#">Click here for goal template.</a></li> <li>2. Identify barriers</li> <li>3. Track the goal daily</li> <li>4. Celebrate achieved goal.</li> </ol>
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### Week 8, 16 to 20 March 2020– 5.2.1 Collaborative learning

**Analysis of Centre Support by Educational Leader or Nominated Supervisor. Why are you doing this?**

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 **example** 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 6)	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 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.**

### Critical Reflection and Policy Review - Actions identified

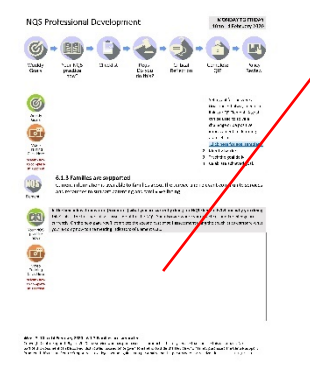
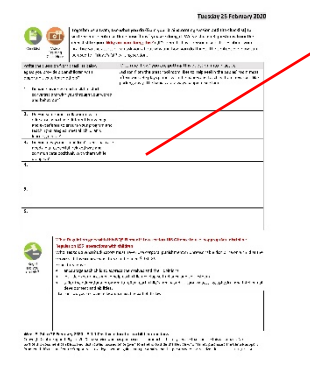
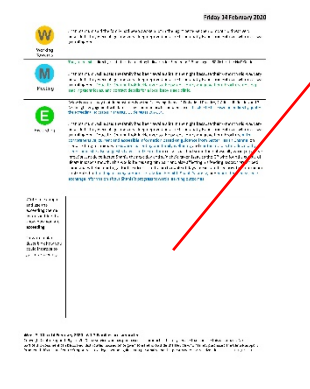
Input	Quality	Educator	Ideas to be actioned
Critical Reflection p6	Eg Good	Nadine	Combine the Jnr preschool and preschool for group time
Critical Reflection p6	Eg Very Good	Nadine	Introduce list of children with shared interests
Critical Reflection p6	Eg Good	Bec	Make sure quieter children have leadership roles too eg in making sure equipment put away properly, watering indoor plants etc.
Critical Reflection p6	Eg Good	Bec	Start involving children in developing risk assessments
Critical Reflection p6	Eg Good	Bec	Set up more spaces inviting small group interactions eg tents, U shapes
Critical Reflection p6			
Critical Reflection p6			
Policy review p9	Eg Very Good	Sarah	Develop transport procedure to ensure no child accidentally left on transport or at destination

### Week 8, 16 to 20 March 2020– 5.2.1 Collaborative learning

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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 ensure all children have leadership opportunities 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 each child's positive interactions too.</li> <li>• Not fully connected to the element Anna, but a very good practice. Add example of how you plan experiences for small and large groups 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 8, 16 to 20 March 2020– 5.2.1 Collaborative learning

**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)	N/A this week
Critical Reflection (Page 6)	
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 8, 16 to 20 March 2020– 5.2.1 Collaborative learning**

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Educational Leader



Nominated Supervisor's NQS  
Self-Paced Learning Modules

MONDAY TO FRIDAY  
16 to 20 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

5.2.1 Collaborative learning

5.2.1.1 Collaborative learning

5.2.1.2 Collaborative learning

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Then use the meeting sentences from page 4

Thursday 25 February 2020

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Then use the QIP entry from page 8

Friday 24 February 2020

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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 8, 16 to 20 March 2020– 5.2.1 Collaborative learning

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Checklist

### 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 5.2.1. 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.

## NQS 5.2.1 Collaborative learning

Please conduct this checklist and address issues that are identified

Positive interactions			
Do you consider how staff rosters and the allocation of particular educators to each room will support positive relationships between children eg do you know which staff work well with younger and older children, or which staff have particular interests shared by children?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you always model positive social interactions with children, employees and volunteers?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Learning			
Is there evidence of significant group learning and play in children's learning documentation?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident educators can explain how they support the inclusion of children from diverse backgrounds and capabilities in collaborative play and activities?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident educators can explain how they learn about children's shared interests and use this to plan collaborative learning?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident educators can explain how all children have opportunities to take on leadership roles?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident educators can explain how they implement group activities with children who have different knowledge and skills?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you support educators who wish to safely implement group activities with children of different ages?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Have you considered encouraging older children to mentor younger children at the service?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you support educators in organising excursions into the local community?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you establish relationships with local organisations and businesses that are happy to participate in group learning activities with the children?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Spaces			
Do your outdoor environments encourage children to engage in small and large group activities eg are there different areas for different activities?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Actions required to embed practice

### Week 8, 16 to 20 March 2020– 5.2.1 Collaborative learning



## Regulation section

**As they are no specific Regulations covering Element 5.2.1, let's look at how this element fits with the learning frameworks which are based on the relationships children have with other children, educators, and their family and community members.**

NQF Guide What Element 5.2.1 aims to achieve	EYLF
<p>"Services provide a range of opportunities for children to learn how to work with others collaboratively and effectively, including through play experiences."</p>	<p><b>Learning Outcome:</b> a skill, knowledge or disposition that educators can actively promote in early childhood settings, in collaboration with children and families.</p>
<p>"Educators can support children to learn about and experience cooperation by modelling cooperative behaviour themselves and acknowledging cooperation when it occurs. By nurturing respectful and reciprocal relationships among children, educators support children to value collaboration and teamwork."</p>	<p><b>Principle Secure, respectful and reciprocal relationships</b> Educators also help children to learn about their responsibilities to others, to appreciate their connectedness and interdependence as learners, and to value collaboration and teamwork.</p>
<p>"As children develop their social skills, educators provide time and space for children to engage in collaborative experiences. These enjoyable experiences help children to learn about their responsibilities to others and to appreciate their connectedness and interdependence as learners."</p>	<p><b>Practice Holistic Approaches</b> Educators see learning as a social activity and value collaborative learning and community participation. <b>Outcome 1.2 Children develop their emerging autonomy, interdependence, resilience and sense of agency</b> Educators provide time and space for children to engage in both individual and collaborative pursuits <b>Outcome 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation</b> Educators model language that children can use to express ideas, negotiate roles and collaborate to achieve goals <b>Outcome 4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</b> Educators encourage children to engage in both individual and collaborative explorative learning processes <b>Outcome 5.5 Children use information and communication technologies to access information, investigate ideas and represent their thinking</b> Educators encourage collaborative learning about and through technologies between children, and children and educators</p>
<p>"By encouraging children's active involvement in learning experiences, children learn to explore and solve problems and develop greater capacity for independence and collaboration."</p>	<p><b>Practice Learning environments</b> Indoor and outdoor environments promote opportunities for sustained shared thinking and collaborative learning.</p>

### Week 8, 16 to 20 March 2020– 5.2.1 Collaborative learning

<p>“Collaborative experiences help children to learn about their responsibilities to others and to appreciate their connectedness and interdependence as learners.”</p>	<p><b>Outcome 1.2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency</b> Children increasingly co-operate and work collaboratively with others</p> <p><b>Outcome 3.1 Children become strong in their social and emotional wellbeing</b> Children increasingly co-operate and work collaboratively with others</p>
<p>“Children learn to balance their own needs and wants with those of other children.”</p>	<p><b>Outcome 2 Children are connected with and contribute to their world</b> When children participate collaboratively in everyday routines, events and experiences and have opportunities to contribute to decisions, they learn to live interdependently</p>
<p>“Older children can challenge and extend their own thinking, and that of others, and create new knowledge in collaborative interactions and negotiations with peers.”</p>	<p><b>Outcome 4 Children are confident and involved learners</b> Children use processes such as exploration, collaboration and problem solving across all aspects of curriculum.</p>
<p>“By exchanging ideas and collaborating with others, older children can also learn life and social skills, such as conflict resolution and negotiation skills.”</p>	<p><b>Outcome 4 Children are confident and involved learners</b> Children can challenge and extend their own thinking, and that of others, and create new knowledge in collaborative interactions and negotiations.</p>

**Week 8, 16 to 20 March 2020– 5.2.1 Collaborative learning**





### 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.

#### Protections at work – Workplace rights

All employees have protected workplace rights. Employees can't be treated differently or worse because they possess or have exercised a right.

A person has a workplace right if they:

- have a benefit, role or responsibility under a workplace law like Fair Work and workers' compensation, award or registered agreement, or an order made by an industrial body like the Fair Work Commission
- can start or take part in a process or proceeding under a workplace law, award etc
- can make a complaint or inquiry about their employment eg enquiry about their pay to their employer
- can make a complaint or inquiry about their employment to an industrial body.

Employees are protected from:

- adverse action
- coercion
- undue influence or pressure
- misrepresentation.

In the next couple of weeks we'll look at two other areas where workers are protected.

<https://www.fairwork.gov.au/employee-entitlements/protections-at-work>

#### Week 8, 16 to 20 March 2020– 5.2.1 Collaborative learning

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