



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



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

	<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 9, 23 to 27 March 2020– 5.2.2 Self-regulation

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

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	Adjust group size and mix of children.
Critical Reflection p6	Eg Very Good	Nadine	Include behaviour management strategies in regular team meetings.
Critical Reflection p6	Eg Good	Bec	Always include EL or NS in conversation with families whose child has behaviour management plan.
Critical Reflection p6	Eg Good	Bec	Make sure children understand it's normal to sometimes feel angry, sad, upset etc.
Critical Reflection p6	Eg Good	Bec	Teach children mindfulness
Critical Reflection p6			
Critical Reflection p6			
Policy review p9	Eg Very Good	Sarah	Research more behaviour management strategies.

### Week 9, 23 to 27 March 2020– 5.2.2 Self-regulation

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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 not supported to guide children's behaviour 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 let families know what you're doing too.</li> <li>• Not fully connected to the element Anna, but a very good practice. Add example of how you intervene in children's interactions only when needed.</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 9, 23 to 27 March 2020– 5.2.2 Self-regulation





Educational Leader



Nominated Supervisor's NQS  
Self-Paced Learning Modules

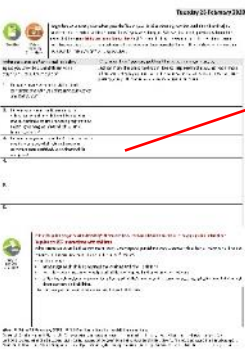
MONDAY TO FRIDAY  
23 to 27 March 2020

### 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



Then use the meeting sentences from page 4



Then use the QIP entry from page 8



**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 9, 23 to 27 March 2020– 5.2.2 Self-regulation

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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 5.2.2. 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 5.2.2 Self-regulation

**Please conduct this checklist and address issues that are identified**

<b>Practices - General</b>						
Do you role model respectful, professional interactions at all times eg?	<input type="radio"/>	Yes	<input type="radio"/>	No	<input type="radio"/>	NA
Are service/room rules displayed where children can see them and in way that children can understand?	<input type="radio"/>	Yes	<input type="radio"/>	No	<input type="radio"/>	NA
Do rules tell children what they should do not what they can't do eg 'use quiet voices inside' not 'no yelling'?	<input type="radio"/>	Yes	<input type="radio"/>	No	<input type="radio"/>	NA
Are you confident educators teach children to identify and understand their emotions?	<input type="radio"/>	Yes	<input type="radio"/>	No	<input type="radio"/>	NA
Are you confident educators are aware of various strategies to help children self-regulate and implement them consistently?	<input type="radio"/>	Yes	<input type="radio"/>	No	<input type="radio"/>	NA
Are you confident educators support children's interactions but intervene when necessary?	<input type="radio"/>	Yes	<input type="radio"/>	No	<input type="radio"/>	NA
Do you make sure there are safe spaces where children can implement calming strategies like meditation/mindfulness, breathing or exercise?	<input type="radio"/>	Yes	<input type="radio"/>	No	<input type="radio"/>	NA
Do you organise training in self-regulation/behaviour guidance/emotional intelligence as required and include these training needs when developing staff training plans?	<input type="radio"/>	Yes	<input type="radio"/>	No	<input type="radio"/>	NA
<b>Practices - Inappropriate Behaviour</b>						
Do all educators document consistent inappropriate behaviour, then collaborate with parents and other relevant professionals to develop and implement a behaviour plan?	<input type="radio"/>	Yes	<input type="radio"/>	No	<input type="radio"/>	NA
Do you provide support and training where necessary to ensure educators can confidently collaborate with parents and other relevant professionals to develop and implement behaviour management plans and strategies?	<input type="radio"/>	Yes	<input type="radio"/>	No	<input type="radio"/>	NA
Do you support educators where families have different views and expectations compared to those of the service about guiding children's behaviour?	<input type="radio"/>	Yes	<input type="radio"/>	No	<input type="radio"/>	NA
Do you ensure families receive information about particular behaviours where relevant eg biting?	<input type="radio"/>	Yes	<input type="radio"/>	No	<input type="radio"/>	NA
Are you confident all educators in a team discuss suitable strategies to manage a child's inappropriate behaviour and then implement them in a consistent way?	<input type="radio"/>	Yes	<input type="radio"/>	No	<input type="radio"/>	NA

Actions required to embed practice

### Week 9, 23 to 27 March 2020– 5.2.2 Self-regulation



## 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 applies to Element 5.2.2 as follows:** 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 gives each child positive guidance and encouragement toward acceptable behaviour

### Regulation 156 Relationships in groups

(1) The approved provider of an education and care service must take reasonable steps to ensure that the service provides children being educated and cared for by the service with opportunities to interact and

develop respectful and positive relationships with each other and with staff members of, and volunteers at, the service.

(2) For the purposes of subregulation (1), the approved provider must have regard to the size and the composition of the groups in which children are being educated and cared for by the service.

### 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:

- give each child positive guidance and encouragement toward acceptable behaviour
- consider how the size of a group and children's ages, genders, personalities, strengths, needs etc affect the ability of group members to interact with each other, and to regulate their behaviour.

## Week 9, 23 to 27 March 2020– 5.2.2 Self-regulation



#### 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 week we looked at Workplace Rights. This we review rights around industrial activities.

##### Protections at work – Industrial activities

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 the right to belong/not belong to an industrial association like a trade union or employer association. A person also has the right to take part/not take part in industrial activities like:

- being involved in establishing a union or employer association
- organising, promoting, encouraging or participating in lawful activities for a union or employer association
- representing the views, claims or interests of a union or employer association
- complying with lawful requests made by a union or employer association
- paying a fee to a union or employer association
- asking to be represented by a union or employer association.

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

##### Week 9, 23 to 27 March 2020– 5.2.2 Self-regulation

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