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| NQS Professional Development | **MONDAY TO FRIDAY**  **23 to 27 March 2020** |



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| [A picture containing clipart  Description automatically generated](https://vimeo.com/389664055/06ec2be510)    **What is self-regulation?** |  | You must watch the videos this week. | 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.**](https://drive.google.com/file/d/1opHX3iq96CS9naFbNZ3s0IAR6Ea49hsR/view?usp=sharing) 2. Identify barriers 3. Track the goal daily 4. Celebrate achieved goal. |

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|  |  | **5.2.2 Self-regulation**  Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of  others and communicate effectively to resolve conflicts. |

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| **to learn why self-regulation is important** |  | **In the box below,** **brainstorm (5 minutes) what you are currently doing for NQS Element 5.2.2 and why you doing this?** This is the first part of self-assessment for the NQS. You discover where your practices and knowledge are currently. On the next page you’ll complete the second part of self-assessment using the checklist to compare what you’re doing now to the meeting indicators of Element 5.2.2. |
| You must watch the videos this week. |

**Monday 23 March 2020**

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|  | **You must watch the videos this week. 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.’ 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 ask for help and training to do what’s on the checklist ie work with your educational leader or room leader who should teach/coach you how to do it. | | |
| **The checklist keys to use.**  **E** = **Embedded** I do that **ALL** the time  **K** = I **know** I need to do that, but I don’t do it all the time  **T** = Please **teach** me how to do it or improve my   understanding of why I need to do it. | | Name Educator 1 |  |
| Name Educator 2 |  |
| Name Educator 3 |  |
| Name Educator 4 |  |
| Name Educator 5 |  |

Too many educators are completing the checklist as **E for embedded**, but **not** **really checking** to see if it is embedded. Before answering the question, think about **‘how’** you are doing it. For example, “Do you regularly have relaxed two way conversations with each child, including at mealtimes?” Before answering think about it “Oh yes, we have one educator who is helping the children serve and I’m sitting at the table talking to children about their day, what we’re about to eat. So yes, I’m **‘E’.**

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| **Educator practices** | ED1 | ED2 | ED3 | ED4 | ED5 |
| Do you role model appropriate behaviour at all times eg never yell across the room and use gentle, nurturing interactions? |  |  |  |  |  |
| Do you try and see things from a child’s perspective so you can understand where the behaviour came from eg “I know you’d love to play in the rain. Maybe we can go outside in our raincoats soon?” |  |  |  |  |  |
| Do you involve children in setting service rules? |  |  |  |  |  |
| Do you display service/group rules? |  |  |  |  |  |
| Do you intentionally teach behaviours required in service rules and never assume children know eg walking inside? |  |  |  |  |  |
| Do you talk to children about the outcomes of their actions, and why we have service rules and social expectations about behaviour? |  |  |  |  |  |
| Do rules tell children what they should do not what they can’t do eg ‘use quiet voices inside’ not ‘no yelling’ |  |  |  |  |  |
| Do you support children to stand up for their rights and be considerate of others’ rights, and intervene when necessary? |  |  |  |  |  |
| Do you teach children to identify and understand their emotions? |  |  |  |  |  |
| Do you support children through their difficult emotions, use language which helps children talk about their concerns, and discuss alternative behaviours? |  |  |  |  |  |
| Do you use key words with visual cues to help children understand their behaviour eg traffic lights ‘Stop, think and do’? |  |  |  |  |  |
| Do you provide directions 1 or 2 at a time, and give children time to understand? |  |  |  |  |  |
| Does your non-verbal communication match what you’re saying eg arms open rather than crossed if you’re inviting child to engage? |  |  |  |  |  |
| Do you often use pictures rather than a whole lot of words to teach/engage children? |  |  |  |  |  |
| Do you make sure there are safe spaces where children can implement calming strategies like meditation/mindfulness, breathing or exercise? |  |  |  |  |  |
| Do you teach children how to achieve a sense of calmness? |  |  |  |  |  |
| Do you discuss issues of inclusion and exclusion, fair and unfair behaviour, bias and prejudice with children? |  |  |  |  |  |
| Do you encourage children to listen to other children’s ideas and solve problems together? |  |  |  |  |  |
| Do you help children to reflect on their actions eg “Tommy I saw you... What were you about to do with...”? |  |  |  |  |  |
| **Educator Practices Inappropriate Behaviour** | | | | | |
| Do you document the time and details of consistent inappropriate behaviour, then collaborate with parents and other relevant professionals to develop and implement a behaviour plan? |  |  |  |  |  |
| Do you explore all possible reasons for inappropriate behaviour eg hunger, tiredness, delayed speech, receptive language difficulties? |  |  |  |  |  |
| Do you give families information about particular behaviours where relevant eg biting? |  |  |  |  |  |
| Do you ignore negative behaviour where safe to do so and praise positive behaviour? |  |  |  |  |  |
| Do you redirect inappropriate behaviour rather than banning it altogether eg child climbing on outdoor equipment but not indoor furniture? |  |  |  |  |  |
| Do you make sure your actions to manage inappropriate behaviour are consistent with those of other educators? |  |  |  |  |  |
| **Working with schools and cyber bullying** | | | | | |
| MTOP Do you liaise with children’s schools when necessary to understand how they guide children’s behaviour? |  |  |  |  |  |
| MTOP Do you encourage and support children to report inappropriate behaviour eg cyber bullying and social exclusion? |  |  |  |  |  |

**Tuesday 24 March 2020**

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|  | **Together as a team, use what you do (from your brainstorming session and the checklist) to write 6 short sentence that show “how” you are doing it. We’ve chosen 3 questions from the checklist for you. Why are you doing this?** QIP’s need to have personalised stories about your practice so the assessor can ask you about why and how you do things. The sentences below can be used for Friday’s QIP writing section. | |
| Write the question from checklist below | | Describe ‘how’ you are putting this question into practice |
| eg Do you talk to children about the outcomes of their actions, and why we have service rules and social expectations about behaviour? | | Recently I saw Jai sneeze everywhere without covering his mouth or nose. I explained covering our mouth and nose helps stop the spread of infection because germs can spread in droplets of our saliva. I said good personal hygiene helps keep other people well. |
| 1. Do you try and see things from a child’s perspective so you can understand where the behaviour came from? | |  |
| 1. Do you discuss issues of inclusion and exclusion, fair and unfair behaviour, bias and prejudice with children? | |  |
| 1. Do you document the time and details of consistent inappropriate behaviour, then collaborate with parents and other relevant professionals to develop and implement a behaviour plan? | |  |
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|  | **What Regulation goes with this NQS Element? Law section 166 Offence to use inappropriate discipline**  **Regulation 155 Interactions with children Regulation 156 Relationships in groups**  **Who has to do what?**  Educators must never use corporal punishment or unreasonable discipline on a child at the service. If this occurs, educators can be fined $10,000.  Educators must:   * 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. | |
|  | | Explain how you and other educators meet this part of the law: |

As a team now reflect critically on a situation in your room that comes under Element 5.2.2 and write a contribution for the Improvement plan section of your QIP. **Why are you doing this?** It’s not just because critical reflection is an Exceeding theme. Critical reflection shows you how to solve problems and improve practice. All educators must contribute to the QIP. It’s part of your job. Use this template to help do this and show the assessor how critical reflection has created changes in your practice. **Wednesday 25 March 2020**

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| **Step 1 Critical Reflection**  The EYLF and MTOP say  “Critical reflection involves  closely examining all aspects  of events and experiences  from different perspectives.”  There is no checklist for critical  reflection.  Please watch the video for  more information    **Example Situation**  Tyrone doesn’t listen to educators and is often  disruptive. Educators try to explain what he  should be doing and guide his behaviour but  it’s just not working. | Child/ren  *Educators just talk, talk, talk. I can’t follow everything they’re saying so what’s the point of trying. I’m going to get in trouble anyway so I might as well do something I like. (Tyrone)*  Educators and Nominated Supervisor  *We’ve tried everything we can think of to manage Tyrone’s behaviour. It’s not fair to the other children that he keeps taking up our time and attention.*  Families and community  *Educators keep saying Tyrone’s disruptive but they just don’t ‘get’ him. I’ve tried to explain that he can’t cope with a lot of information at once. Why is it so hard for them to modify the way they interact with him? (Tyrone’s mum)*  Theorist and current research  *Friere’s critical pedagogy says that planning learning should occur from children’s perspective and that this can be achieved through critical reflection.* | **Step 2 Change Practice**  Now you have reflected through the eyes of others, you are ready to make well informed decisions and plans to implement a change in your practice. List the changes below.  *Educators reflected as a team and decided they needed more information about Tyrone’s personality and learning styles/interests. The Room Leader arranged to speak with Tyrone’s mum Elise. During this conversation Elise said Tyrone could only process 1 or 2 directions at a time. Giving him lots of information at once overwhelmed him and he couldn’t retain any of it.*  *The Room Leader then shared this information with educators and they began to brainstorm other communication strategies they could use too eg using key words with visual cues, and using more pictures and diagrams to support what they were saying.*  *Tyrone’s behaviour continues to improve. Educators reflected again and are now focusing on making sure they’re all implementing consistent communication practices.* |

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| As a team now reflect critically on a situation in your room that comes under Element 5.2.2 and write a contribution for the Improvement Plan section of your QIP. **Why are you doing this?** It’s not just because critical reflection is an Exceeding theme. Critical reflection shows you how to solve problems and improve practice. All educators must contribute to the QIP. It’s part of your job. Use this template to help do this and show the assessor how critical reflection has created changes in your practice **Wednesday 25 March 2020** | | |
| **Step 1 Critical Reflection**  The EYLF and MTOP says  “Critical reflection involves  closely examining all aspects  of events and experiences  from different perspectives”.  Critical reflection has no criteria  like the checklist.  Select one or more from below or from the  checklist to critically reflect upon:   * Would families say you   understand their child’s  personality and friendships  well enough to effectively  manage their behaviour?   * Would children and families   agree you help children learn  about and manage their emotions?   * Would families say you provide relevant   information and support about behaviour  issues?   * Would families agree that all educators   implement the same behaviour  guidance strategies to guide their child’s  behaviour? | Child/ren  Educators and Nominated Supervisor  Families and community  Theorist and current research | **Step 2 Change Practice**  Now you have reflected through the eyes of others, you are ready to make well informed decisions and plans to implement a change in your practice. List the changes below.   |  | | --- | |  |   **Evaluate the change in practice due to your reflection**   |  | | --- | |  | |

**Thursday 26 March 2020**

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| **Why are you doing this?** In this new section, each week we are exploring Quality Area 1, Educational program and practice by viewing quick, small videos and examples explaining the Area’s background and how you can look at your practices and connect it to the NQS element. Click on the icons to the right to watch the videos or see the example. | **Training Video 1** | **Training Video 2** |  |  |  |
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This week we’re discussing what a curriculum would look like for element 5.2.2 – self regulation.

**Friday 27 March 2020**

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|  | The next step if you’re meeting the indicators is to self-assess against the Exceeding Indicators. We will look at these more closely in two weeks. On the next page we look at how to write the Strength part of your QIP based on meeting or exceeding Element indicators. Use the below points to guide your writing. | | |
| Inclusions | ***Yes*** | ***N/A*** |
| 1. Write the **room location into the strength**. This will ensure the assessor knows where to look for your strengths. |  |  |
| 2. Write the educator’s name into the strength. This will ensure the assessor knows who to ask about your strengths. |  |  |
| 3. Include the child/children’s names in your strength. This will give educators confidence to talk about a subject they know about (the child/ren). |  |  |
| 4. Evidence eg learning story, photo that’s easy to access. |  |  |
| **5. Write how you are achieving the exceeding themes**. |  |  |
| Embedded Practice |  |  |
| Critical Reflection |  |  |
| Engagement with families/community |  |  |
| 6. Tell the assessor exactly where to find the **location of other evidence** they need to see to show how you’re exceeding. |  |  |
| 7. Show the assessor the **location and time of other practice** they need to observe to show how you’re exceeding. |  |  |

**Friday 27 March 2020**

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|  | In early 2020 we had a child that was very difficult to deal with. He broke a window in the room and often had outbursts or meltdowns. Educators told him his actions were wrong and he wouldn’t like it if someone broke his window at home. |
|  | The green text is directly related to the meeting indicators for Element 5.2.2 on pages 243-245 of the NQS Guide  Jnr Preschool MTOP Tigers  In early 2020 we had a child that was very difficult to deal with. Educators implemented planned and spontaneous discussions with all children about identifying and managing their emotions, however the child still broke a window in the room and often had outbursts or meltdowns. The calming strategies educators taught children were not supporting this child. Educators were having trouble ‘forgiving’ the child for the behaviour. |
| [A drawing of a face  Description automatically generated](https://drive.google.com/file/d/1p5Z1ao4yQGJUpM6BkmttY_7F1Hpeev7K/view?usp=sharing)  **[Click the](https://drive.google.com/file/d/1p5Z1ao4yQGJUpM6BkmttY_7F1Hpeev7K/view?usp=sharing)**  **[logo above to see the ACECQA NSQ Exceeding Themes for 5.2](https://drive.google.com/file/d/1p5Z1ao4yQGJUpM6BkmttY_7F1Hpeev7K/view?usp=sharing)** | Below is a case study that demonstrates how the Exceeding themes 1 Embedded Practice, 2 Critical Reflection and 3 Meaningful engagement with families and communities link into practice. The blue text is based on or directly quotes the exceeding indicators in the NQS Guide pages 246-247.  Jnr Preschool MTOP Tigers  In early 2020 we had a child that was very difficult to deal with. He broke a window in the room and often had outbursts or meltdowns. Educators implemented planned and spontaneous discussions with all children about identifying and managing their emotions, however the child still broke a window in the room and often had outbursts or meltdowns. The calming strategies educators taught children were not supporting this child. Educators reflected on other possible causes for the behaviour ie what was going on at home. The Approved Provider organised for some social workers/counsellors to visit the service and provide guidance and strategies educators could implement to help the child self-regulate. During these visits educators gradually began to understand that the child needed lots of love, affection and stability at the service because he was not receiving it at home. As a group they discussed how hard it would be for a child to regulate their emotions when they are not feeling safe, secure or wanted. They began to ensure the child started feeling loved and secure at the service. For example, when he arrives the Nominated Supervisor takes him to all rooms/groups to say good morning to all the children and educators. Every educator welcomes him, gives him a cuddle and says how glad they are to see him and have him here today. His behaviour continues to improve. (Please see NS to discuss case further. Name excluded for privacy reasons). |
| Write an example and use the exceeding theme (words in blue) to show how you are exceeding.  Or write a plan describing how you could improve to get to exceeding. |  |

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| Policy Review | **MONDAY TO FRIDAY**  **23 to 27 March 2020** |

**Behaviour Guidance Policy (in Relationships with Children Policy)**

**Educators, staff and volunteers will model positive behaviour and guide children’s behaviour in several ways including:**

* supporting children to explore different identities and points of view
* discussing emotions and issues of inclusion and exclusion, fairness and bias
* using positive language, gestures, facial expressions and tone of voice
* intervening sensitively when children have difficulty resolving a disagreement
* promoting children’s agency by allowing them to be as independent as possible
* supporting children with strategies to deal with their raw emotions eg anger, fear, panic
* allowing children to have uninterrupted play
* providing explicit instruction for routines and learning
* providingsupport such as visuals, key word signing, two step instructions
* speaking in comforting tones and holding babies to soothe them NOT MTOP

Educators and staff understand that inappropriate behaviour is a child’s way of saying they need support, and they will develop strategies to assist the child. Examples of appropriate strategies are provided in the policy. Educators will not isolate, intimidate or subject children to corporal punishment to guide behaviour.

**Parents will:**

* work in partnership with educators where concerns are raised about the behaviour of their child
* consent in writing where educators believe liaising with relevant professionals to support the learning and development of their child is advisable
* agree to work with educators to minimise risk where the child’s behaviour is a danger to children and educators. This may include reducing the hours of care until the child’s behaviour is supported and risk to others is minimised.

If parents do not comply with these requirements, the Nominated Supervisor may suspend or terminate the child’s enrolment.

Do you have any feedback or comments about this policy? Please include below.

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| Educator’s Name | Educator’s Signature | |
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| Critical Reflection - Groups of Children (Optional) | | **MONDAY TO FRIDAY**  **23 to 27 March 2020** | |

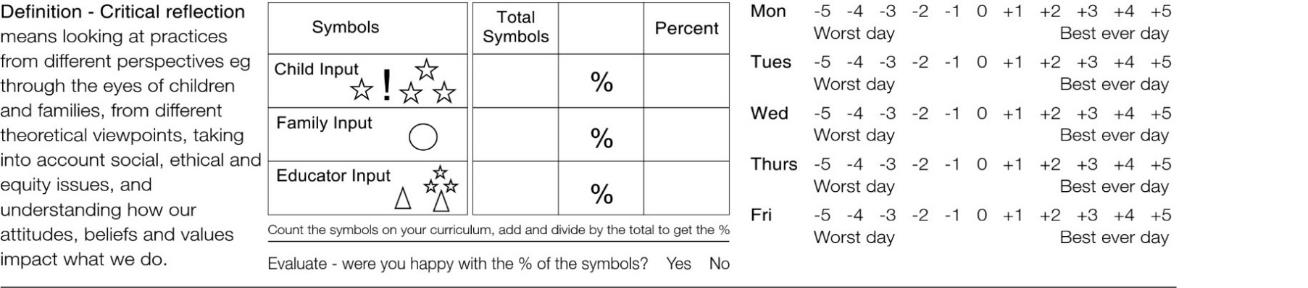
Completing the table below gives you information about where the ideas and activities in your curriculum are coming from. Remember the EYLF and MTOP require most of your curriculum to be based on children’s ideas and interests, or related to their families and community. Educator input should not be the largest number in the table.

The table is designed to be used with Centre Support’s curriculum symbols showing where an activity or experience came from. Count the symbols for child input, family input etc and add under the Total Column. To work out the percentage divide each input number by the total of all inputs and multiply by 100.

***Exceeding theme 2: Practice is informed by critical reflection***

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| **Curriculum Input** | **Total** | **Percentage** |  | **Curriculum Input** | **Total** | **Percentage** |
| Child Input | eg 20 | eg 57% | Child Input |  |  |
| Family Input | eg 10 | eg 28% | Family Input |  |  |
| Community Input | eg 3 | eg 9% | Community Input |  |  |
| Educator Input | eg 2 | eg 6% | Educator Input |  |  |
| **Total** | eg 35 | eg 100% | **Total** |  |  |

Completing the table below helps you reflect on how your day at work went compared to your best ever and worst ever days. Think about why you’ve given the day this rating. What could you change?



Space for further reflections if required

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|  | MONDAY TO FRIDAY  **23 to 27 March 2020** |

The checklist educators completed on Tuesday is based on the meeting indicators for Element 5.2.2. If all practices are not embedded then educators are not at the meeting standard. 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’

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| **What is self regulation?**    **Why is self regulation important.**    **Example 1**  **Self regulation in curriculm.**    **Example 2**  **Self regulation in curriculm.** |  | **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** |

In the next couple of week we’re looking at the Exceeding Themes for Standard 5.2 Relationships between Children and 1.3 Assessment and Planning. Do you have any questions about these? If so please email Matt [matt@centresupport.com.au](mailto:matt@centresupport.com.au) and we will try to include the answers in our weekly email on this page.

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|  | MONDAY TO FRIDAY  **23 to 27 March 2020** |

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|  | **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. |

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|  | **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.   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.   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. |

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| A picture containing clipart  Description automatically generated |  |  | 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.**](https://drive.google.com/file/d/1opHX3iq96CS9naFbNZ3s0IAR6Ea49hsR/view?usp=sharing) 2. Identify barriers 3. Track the goal daily 4. Celebrate achieved goal. |

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

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|  | 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 MTOP Tigers**

**Process Summary**

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| **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.  Breanna DID NOT COMPLETE -– 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)  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.

Critical Reflection and Policy Review - Actions identified

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| **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. |

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**Detailed analysis of Centre Support part two, QIP entries for strengths and improvements**

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| A picture containing screenshot  Description automatically generated | Use the bottom section from page 1 to provide feedback  **Comment:**   * The above QIP entry is off track and doesn’t cover the element for the week. This fits with another element. * 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. * 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. |
|  | Then use the 6 meeting sentences from page 4 to provide feedback  **Comment:**   * Great work Bek, don’t forget to let families know what you’re doing too. * 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. |
|  | Then use the QIP entry from page 8 to provide feedback  **Comment:** Incredible work Bec, everything is covered, and it clearly shows how you are meeting/exceeding the NQS element with your practices. |

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**Analysis of Centre Support – Part 1**

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| **Room or Group:** |  |

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| --- | --- |
| **Section** | **Comment** |
| Goal  (Page 1) |  |
| Brainstorm (Page 1) |  |
| Checklist (Page 2-3) |  |
| 6 Meeting sentences (Page 4) |  |
| Reg (Page 4) |  |
| Critical Reflection (Page 6) |  |
| Training Video (Page 7) |  |
| Policy review  (page 9) |  |
| Critical Reflection  Group (page 10)  Optional |  |

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** |
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**As Nominated Supervisor and Educational Leader, you need to help your educators to plan HOW they are going to action the improvements they identified.**

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

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| **Use the bottom section from page 1**  A picture containing screenshot  Description automatically generated |  |
| **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.**

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|  | **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**

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

Actions required to embed practice

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**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.

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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 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>