



The checklist educators completed on Tuesday is based on the meeting indicators for Element 3.2.1. 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'



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 Elements 3.2.2 Resources Support Play-Based Learning and 3.2.3 Environmentally Responsible. Do you have any questions about these? If so please email Matt matt@centresupport.com.au and we will try to include the answers in our weekly email on this page.

Week 17, 1 to 5 June 2020– 3.2.1 Inclusive Environment



Educational Leader



Nominated Supervisor's NQS
Self-Paced Learning Modules

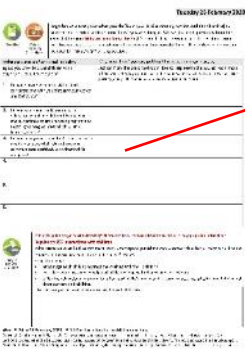
MONDAY TO FRIDAY
1 to 5 June 2020

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 17, 1 to 5 June 2020– 3.2.1 Inclusive Environment

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