



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"> 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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Week 13, 4 to 8 May 2020– 2.1.1 Wellbeing and Comfort



Analysis of Centre Support – Part 1 [To see a completed sample of these pages click here](#)

Room or Group:

Section	Comment
Goal (Page 1)	
Brainstorm (Page 1)	
Checklist (Page 2)	
6 Meeting sentences (Page 3)	
Reg (Page 3)	
Critical Reflection (Page 5)	
Training Video (Page 6)	
Policy review (page 8)	
Critical Reflection Group (page 9) 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

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 13, 4 to 8 May 2020– 2.1.1 Wellbeing and Comfort



Educational Leader



Nominated Supervisor's NQS
Self-Paced Learning Modules

MONDAY TO FRIDAY
4 to 8 May 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

Table with 2 columns: Standard, Description

Standard 1.1: Educational leaders ensure that all staff are qualified, skilled and competent to deliver the curriculum and assess and report on children's learning and development.

Standard 1.2: Educational leaders ensure that all staff are qualified, skilled and competent to deliver the curriculum and assess and report on children's learning and development.

Standard 1.3: Educational leaders ensure that all staff are qualified, skilled and competent to deliver the curriculum and assess and report on children's learning and development.

Standard 1.4: Educational leaders ensure that all staff are qualified, skilled and competent to deliver the curriculum and assess and report on children's learning and development.

Standard 1.5: Educational leaders ensure that all staff are qualified, skilled and competent to deliver the curriculum and assess and report on children's learning and development.

Standard 1.6: Educational leaders ensure that all staff are qualified, skilled and competent to deliver the curriculum and assess and report on children's learning and development.

Standard 1.7: Educational leaders ensure that all staff are qualified, skilled and competent to deliver the curriculum and assess and report on children's learning and development.

Standard 1.8: Educational leaders ensure that all staff are qualified, skilled and competent to deliver the curriculum and assess and report on children's learning and development.

Standard 1.9: Educational leaders ensure that all staff are qualified, skilled and competent to deliver the curriculum and assess and report on children's learning and development.

Standard 1.10: Educational leaders ensure that all staff are qualified, skilled and competent to deliver the curriculum and assess and report on children's learning and development.

Standard 1.11: Educational leaders ensure that all staff are qualified, skilled and competent to deliver the curriculum and assess and report on children's learning and development.

Standard 1.12: Educational leaders ensure that all staff are qualified, skilled and competent to deliver the curriculum and assess and report on children's learning and development.

Standard 1.13: Educational leaders ensure that all staff are qualified, skilled and competent to deliver the curriculum and assess and report on children's learning and development.

Standard 1.14: Educational leaders ensure that all staff are qualified, skilled and competent to deliver the curriculum and assess and report on children's learning and development.

Standard 1.15: Educational leaders ensure that all staff are qualified, skilled and competent to deliver the curriculum and assess and report on children's learning and development.

Standard 1.16: Educational leaders ensure that all staff are qualified, skilled and competent to deliver the curriculum and assess and report on children's learning and development.

Standard 1.17: Educational leaders ensure that all staff are qualified, skilled and competent to deliver the curriculum and assess and report on children's learning and development.

Standard 1.18: Educational leaders ensure that all staff are qualified, skilled and competent to deliver the curriculum and assess and report on children's learning and development.

Standard 1.19: Educational leaders ensure that all staff are qualified, skilled and competent to deliver the curriculum and assess and report on children's learning and development.

Standard 1.20: Educational leaders ensure that all staff are qualified, skilled and competent to deliver the curriculum and assess and report on children's learning and development.

Then use the meeting sentences from page 4

Meeting Agenda

Monday 21 February 2020

Time: 10:00 AM - 11:00 AM

Location: Room 101

Attendees: [List of names]

Agenda:

1. Welcome and introductions
2. Review of meeting minutes from previous meeting
3. Discussion of [Topic]
4. Discussion of [Topic]
5. Discussion of [Topic]
6. Discussion of [Topic]
7. Discussion of [Topic]
8. Discussion of [Topic]
9. Discussion of [Topic]
10. Discussion of [Topic]
11. Discussion of [Topic]
12. Discussion of [Topic]
13. Discussion of [Topic]
14. Discussion of [Topic]
15. Discussion of [Topic]
16. Discussion of [Topic]
17. Discussion of [Topic]
18. Discussion of [Topic]
19. Discussion of [Topic]
20. Discussion of [Topic]

Meeting Minutes:

Item 1: Welcome and introductions

Item 2: Review of meeting minutes from previous meeting

Item 3: Discussion of [Topic]

Item 4: Discussion of [Topic]

Item 5: Discussion of [Topic]

Item 6: Discussion of [Topic]

Item 7: Discussion of [Topic]

Item 8: Discussion of [Topic]

Item 9: Discussion of [Topic]

Item 10: Discussion of [Topic]

Item 11: Discussion of [Topic]

Item 12: Discussion of [Topic]

Item 13: Discussion of [Topic]

Item 14: Discussion of [Topic]

Item 15: Discussion of [Topic]

Item 16: Discussion of [Topic]

Item 17: Discussion of [Topic]

Item 18: Discussion of [Topic]

Item 19: Discussion of [Topic]

Item 20: Discussion of [Topic]

Then use the QIP entry from page 8

Quality Improvement Plan (QIP)

Monday 21 February 2020

Time: 10:00 AM - 11:00 AM

Location: Room 101

Attendees: [List of names]

Agenda:

1. Welcome and introductions
2. Review of meeting minutes from previous meeting
3. Discussion of [Topic]
4. Discussion of [Topic]
5. Discussion of [Topic]
6. Discussion of [Topic]
7. Discussion of [Topic]
8. Discussion of [Topic]
9. Discussion of [Topic]
10. Discussion of [Topic]
11. Discussion of [Topic]
12. Discussion of [Topic]
13. Discussion of [Topic]
14. Discussion of [Topic]
15. Discussion of [Topic]
16. Discussion of [Topic]
17. Discussion of [Topic]
18. Discussion of [Topic]
19. Discussion of [Topic]
20. Discussion of [Topic]

Meeting Minutes:

Item 1: Welcome and introductions

Item 2: Review of meeting minutes from previous meeting

Item 3: Discussion of [Topic]

Item 4: Discussion of [Topic]

Item 5: Discussion of [Topic]

Item 6: Discussion of [Topic]

Item 7: Discussion of [Topic]

Item 8: Discussion of [Topic]

Item 9: Discussion of [Topic]

Item 10: Discussion of [Topic]

Item 11: Discussion of [Topic]

Item 12: Discussion of [Topic]

Item 13: Discussion of [Topic]

Item 14: Discussion of [Topic]

Item 15: Discussion of [Topic]

Item 16: Discussion of [Topic]

Item 17: Discussion of [Topic]

Item 18: Discussion of [Topic]

Item 19: Discussion of [Topic]

Item 20: Discussion of [Topic]

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 13, 4 to 8 May 2020– 2.1.1 Wellbeing and Comfort

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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 2.1.1. 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 2.1.1 Well-being and comfort

Please conduct this checklist and address issues that are identified

Sleep and Rest

Do you regularly check the sleep/rest area to ensure it's comfortable and inviting eg children are not crowded too closely together? Yes No NA

Do you regularly check educators respect children's choice not to sleep/rest (unless this required in their professional judgement) and support them to participate in quiet, meaningful activities? Yes No NA

Are you confident educators always follow the safe sleep practices in your service policy and could explain these to an assessor? Yes No NA

Are you confident educators physically check sleeping babies every 10 minutes (not using baby monitor or peering through window) and record this? Yes No NA

Clothing

Do you have sufficient supplies of clean spare clothes for children? Yes No NA

Toileting

While walking around the rooms/groups do you regularly listen to the ways educators are communicating and interacting with children while changing nappies or helping with toileting routines to ensure it's positive and respectful? Yes No NA

Are you confident educators respect and help maintain children's privacy during toileting, dressing/undressing etc? Yes No NA

Families

Can you explain service practices which encourage communication between educators and families around children's clothing, sleep/rest and personal care routines? Yes No NA

Are you confident educators always provide families with information about their child's nappy change/toileting routines and sleep/rest patterns? Yes No NA

Actions required to embed practice

Week 13, 4 to 8 May 2020– 2.1.1 Wellbeing and Comfort



Regulation section

Law Section 51(1)(a) Conditions on service approval (safety, health and wellbeing of children)

A service approval is granted subject to the condition that the education and care service is operated in a way that— (a) ensures the safety, health and wellbeing of the children being educated and cared for by the service

Regulation 81 Sleep and rest

The approved provider and nominated supervisor of an education and care service must take reasonable steps to ensure that the needs for sleep and rest of children being educated and cared for by the service are met, having regard to the ages, development stages and individual needs of the children. Penalty: \$1000.

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

Who has to do what?

The Approved Provider and Nominated Supervisor must make sure:

- educators encourage and allow children to sleep and rest if they're showing signs of tiredness
- educators use their knowledge of each child's needs and normal sleep/rest requirements for particular ages to guide their practice
- all equipment which supports children's wellbeing and comfort (eg cots, mattresses, change tables, toilets) is safe, meets required Australian Standards and is regularly cleaned in line with recognised guidance (eg Staying Healthy).

Week 13, 4 to 8 May 2020– 2.1.1 Wellbeing and Comfort



4.2.2 Professional standards

Professional standards guide practice, interactions and relationships.

Jobkeeper Updates

On Friday 24th April 2020 the Treasurer made several announcements about the operation of the Jobkeeper payments including:

- **Full time students aged 16 and 17 years olds**
The rules will provide that full time students who are 16 or 17 years old, and who are not financially independent, are not eligible for JobKeeper. This will apply prospectively, meaning an eligible employer that's already paid a 16 or 17 year old \$1,500 for a fortnight could be entitled to a JobKeeper Payment in arrears for that fortnight
- **The 'one in, all in' principle**
Once an employer decides to participate in JobKeeper and their eligible employees have agreed to be nominated, the employer must ensure all of these eligible employees get Jobkeeper. This includes all eligible employees who are working or have been stood down. Employers cannot select which eligible employees will participate in the scheme.

<https://ministers.treasury.gov.au/ministers/josh-frydenberg-2018/media-releases/jobkeeper-update>

ATO Updates

- **Extension of time to enrol and pay Jobkeeper for April and May**
You now have until 31 May 2020 to enrol and claim for the fortnights in April and May provided you meet all the eligibility requirements for each of those fortnights. This includes having paid your employees by the appropriate date for each fortnight. You must pay Jobkeeper for the first 2 fortnights in April by 8 May to be able to claim Jobkeeper for these periods

<https://www.ato.gov.au/general/jobkeeper-payment/employers/>

Week 13, 4 to 8 May 2020– 2.1.1 Wellbeing and Comfort

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Dealing with staff getting Jobkeeper when they don't want to work

If you have any staff who are refusing to work now they're being paid Jobkeeper, they should understand that:

- "Employees have obligations under their employment contracts to perform work as long as it is safe to do so...Having an entitlement to JobKeeper does not relieve employees of those obligations." Christian Porter Attorney-General and Minister for Industrial relations
- "Staff have to understand that JobKeeper is not theirs," she said. "It is not a payment to an employee. It is a payment to an employer to keep a business going during a tough time." Kate Carnell Small business ombudsman

<https://www.smh.com.au/business/small-business/it-s-not-money-for-jam-staff-refusing-to-come-to-work-but-demanding-jobkeeper-payments-20200423-p54mka.html>