



**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 15, 18 to 22 May 2020– 2.1.3 Healthy Lifestyle**



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) <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 15, 18 to 22 May 2020– 2.1.3 Healthy Lifestyle**



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

<p><b>Use the bottom section from page 1</b></p> 	
<p><b>Then use the meeting sentences from page 4</b></p> 	
<p><b>Then use the QIP entry from page 8</b></p> 	

**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 15, 18 to 22 May 2020– 2.1.3 Healthy Lifestyle

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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 2.1.3. 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 2.1.3 Healthy Food and Physical Activity

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

Children's health and wellbeing			
Do you regularly evaluate menus to ensure they're consistent with Australian Dietary Guidelines or Infant Feeding Guidelines?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you ensure that food provided to children between snack/meal times is on the service menu?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you ensure enough food is provided so children are not hungry?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
If families provide food, do you make sure it's healthy and meets the Australian Dietary Guidelines or Infant Feeding Guidelines?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you ensure utensils and furniture provided are suitable for children's age?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you model healthy eating at all times eg never eat unhealthy food in front of children?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you ensure educators <b>never</b> use food to reward or punish children?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Engagement with families			
Do you make sure families can access information about healthy eating and physical activity recommendations in the parent library and other communication channels eg newsletters, Facebook Groups?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
If service provides food, is there a menu displayed where families can easily see it?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you notify families if menu changes or food provided is inconsistent with menu?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there is a comfortable, private space at the service where mothers can breastfeed?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you regularly ask families to update information about their child's food preferences?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Healthy Eating, Physical Activity and Curriculum			
Do you ensure children have opportunities to engage in risky play?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you complete risk assessments before children engage in risky play and manage identified risks (or make sure educators do)?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you ensure indoor and outdoor environments safe and arranged in ways that encourage physical activity?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident educators listen to and implement children's ideas for physical activities?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you support educators in activities which promote healthy eating and physical activity eg sport/dance classes, walking activities, risky play?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you make sure there are enough resources to support children's physical activities?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Food Safety			
Do you have written procedures to ensure the safety of children with allergies or other special dietary requirements?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you have written procedures for the safe transport, storage preparation of food including the heating of formula and breast milk?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

### Week 15, 18 to 22 May 2020– 2.1.3 Healthy Lifestyle

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Do you make sure educators and staff always follow these procedures and could explain them to an assessor?  Yes  No  NA

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Actions required to embed practice



## Regulation section

### Law section 51(1)(a)

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

### Regulation 78 Food and Beverages

The approved provider and nominated supervisor of an education and care service must ensure that children being educated and cared for by the service—

- (a) have access to safe drinking water at all times; and
- (b) are offered food and beverages appropriate to the needs of each child on a regular basis throughout the day.

Penalty: \$2000.

### Regulation 79 Service providing food and beverages

The approved provider and nominated supervisor of an education and care service that provides food or a beverage to children being educated and cared for by the service must ensure that—

- (a) the food or beverage provided is nutritious and adequate in quantity; and
- (b) the food or beverage provided is chosen having regard to the dietary requirements of individual children taking into account—
  - (i) each child's growth and development needs; and
  - (ii) any specific cultural, religious or health requirements.

Penalty: \$2000.

### Regulation 80 Weekly menu

The approved provider and nominated supervisor of an education and care service that provides food and beverages (other than water) to children being educated and cared for by the service must ensure that a weekly menu—

- (a) is displayed at a place at the education and care service premises accessible to parents of children being educated and cared for by the service; and
- (b) accurately describes the food and beverages to be provided by the service each day.

Penalty: \$1000.

### Who has to do what?

The Approved Provider and Nominated Supervisor must make sure food and drinks provided to children are safely transported, prepared and stored at the service. Food and drinks must be regularly offered to children, including outside routine meal and snack times if children are hungry. There must be enough food so children aren't hungry, and food and drinks must provide the nutrition children need for their age. You must ask families if their child has any special dietary needs which may be cultural, religious or related to a child's health, and make sure food provided to the child meets these needs. If you provide food and drinks to children you must display a weekly menu which describes what children will be eating and drinking during the week in a place where parents can easily see it.

Approved Providers and Nominated Supervisors can each be fined up to \$2,000 (Regs 78 and 79, \$1000 Reg 80) if this does not occur. In certain situations you may be prosecuted in a court of law.

## Week 15, 18 to 22 May 2020– 2.1.3 Healthy Lifestyle



## 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 being protected from discrimination at work. This week we're looking at protections against [Bullying and Harassment](#).

### Bullying and Harassment

Everyone has the right not to be bullied or harassed at work. Under the Fair Work Act 2009 (section 789FD) a worker is bullied at work if:

- a person or group of people repeatedly act unreasonably towards them or a group of workers and
- the behaviour creates a risk to health and safety

Unreasonable behaviour includes victimising, humiliating, intimidating or threatening. Whether a behaviour is unreasonable can depend on whether a reasonable person might see the behaviour as unreasonable in the circumstances. Examples of bullying include:

- behaving aggressively
- teasing or practical jokes
- pressuring someone to behave inappropriately
- excluding someone from work-related events
- unreasonable work demands.

Note reasonable management action is not bullying. Employers can make decisions about poor performance, take disciplinary action and direct and control the way work is carried out.

The Fair Work Commission can make Orders to stop bullying.

### How is bullying different to discrimination?

Discrimination happens when there's 'adverse action'. Adverse action includes firing or demoting someone because of a person's characteristics, like their race, religion or sex.

### Week 15, 18 to 22 May 2020– 2.1.3 Healthy Lifestyle

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