



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 keep 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.

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 (this week it's based on the exceeding themes for Standard 2.1)
- 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"> 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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Complete
QIP

Help your educators write the QIP with the weekly professional development activities.

Why are you doing this? Your educators have discovered where your services' practice is compared to the NQS Guide (Comparing what you currently do and Monday, Tuesday and Wednesday's Exceeding checklist). If they have discovered practices, processes, checklist or areas they need to improve upon, help them improve. It could be with training, changing a checklist, a procedure or a physical area. Write this up in the QIP's improvement section.

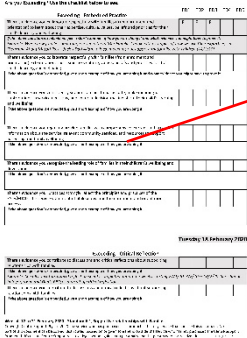
If your educators have discovered practice that is EXCEEDING, they then add 'How they are Exceeding', by typing it in below the question in the space provided.

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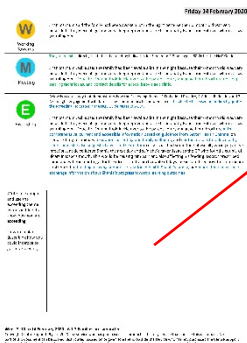


Analysis of Centre Support - Part 2, comment and give feedback to your educators from the 3 sections

Use the checklist from page 2,3, 4



Then use the QIP entry from page 8



Last step – if no adjustments are required, copy educators input from their Centre Support’s weekly professional develop sheets 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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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 'exceeding the NQS'. 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.

Standard 2.1 Exceeding themes Health

Please conduct this checklist and address issues that are identified

Embedded Practice

| | | | |
|--|---------------------------|--------------------------|--------------------------|
| Is there evidence all educators consistently and confidently respond to children's changing health and activity needs during the day? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Is there evidence all educators effectively respond to children's needs for sleep, rest and relaxation during the day, individually and in groups? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Is there evidence all educators always manage and support children's health and medical needs in line with best practice? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Are you confident all educators actively promote healthy eating, physical activity, and effective hygiene practices in the curriculum and provide regular opportunities to learn about health and wellbeing? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Are you confident all educators could explain to an assessor how they're promoting children's health and physical activity in a way that consistently meets the service philosophy and the principles/practices of MTOP? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Are you confident all educators could explain to an assessor how their practices reduce as far as possible the risk of injury or illness in children? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |

Critical Reflection

| | | | |
|--|---------------------------|--------------------------|--------------------------|
| Is there evidence all educators regularly contribute to critical reflections aimed at improving each child's health and physical activity outcomes at the service and at home? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Is there evidence all educators consider other ways of supporting each child's health and activity needs and make changes which improve outcomes? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Are you confident all educators can explain to an assessor how reflection on children's changing health and activity needs changes their curriculum? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Is there evidence all educators contribute to team reflections on health and illness related incidents and willingly implement new policies and procedures to improve outcomes? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Are you confident all educators can discuss some of the current recognised guidelines and information that influence the way you promote health and physical activity, and how these support MTOP and service policies and procedures? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Is there evidence all educators consider the social justice and equity implications of their health and physical activity practices to ensure the circumstances and rights of every child are met? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Is there evidence you ensure any change to the service's approach to supporting and promoting children's health and activity needs is understood by all and implemented appropriately? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |

Engagement with families and community

| | | | |
|---|---------------------------|--------------------------|--------------------------|
| Is there evidence educators' health and activity practices reflect and are inspired by the service's unique geographical, cultural and community context? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Is there evidence all educators consistently engage with children, families and the | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |

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community about children’s changing health and activity needs, interests, preferences and strengths and include these in the curriculum?

Is there evidence all educators work directly with children, families and professionals to implement targeted practices that meet children’s health and activity needs? Yes No NA

Is there evidence all educators proactively promote children’s health and physical activity with families and the community eg partnerships with health and wellbeing services? Yes No NA

Actions required to embed practice

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Regulation section

As we've looked at what Regulations go with Standard 2.1's Elements, this week we're considering how the end of 'free child care' could impact the ongoing viability of your service'. As we approach the end of May it's important that you and the Approved Provider begin to think of strategies to maintain or increase enrolment after the end of 'free child care' which is currently due to end on 28 June 2020.

How will switching off "free childcare" impact enrolments?

- How many families will stay once "free childcare" ends? How many of your current families are new, and how many former families who unenrolled their children? Are there former families who have not returned? Are more families going to work from home? Are families likely to stay with child care options they arranged during the pandemic?

What can you do?

It's important you communicate with families. Start ringing families that unenrolled their children to see if they're likely to return in the future. Ring current families, especially those who've only been attending since care was free, and ask what they're likely to do. Start categorising families, for example, definitely staying/returning, possibly staying/returning and unlikely to stay/return. Maybe focus your energy on ensuring those who may stay/return actually do.

- How are you approaching new enrolments to reduce the risk they leave when care is no longer free? Is there more you can do to encourage families to stay?

What can you do?

You could, for example:

- showcase children's learning and how children's activities promote specific learning outcomes
- ensure families know the service is a source of professional and community information and display information attractively in the parent area
- provide families with information about returning to or joining the CCS system.

See ['Ten key questions facing ECEC leaders as they plan for a return to the CCS system'](#) for additional issues and information.



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.

This week we look at [union officials entering the workplace](#).

Union officers/employees can enter the Service if an employee wants to speak with them, or they suspect a breach of workplace laws and they're representing an employee.

Where there's a suspected breach, permit holders can:

- inspect any work, process or object relating to the suspected breach
- interview any person related to the suspected breach, and meet with workers (if they're willing and entitled to union representation)
- access records relating to the suspected breach (need permission of non-union members to access their records unless Commission allows).

Discussions must be during meal or other breaks.

Permit holders can't talk with employees during paid work time.

They must have a valid right-of-entry permit and show this to you when they arrive if you ask to see it, or when they want to access documents.

From 1 July 2019 all new permits must include the permit holder's photo and signature. Holders of older style unexpired permits must also present acceptable photo ID that's current or has expired less than 2 years ago.

Permit holders must give written notice at least 24 hours and less than 14 days before their visit. The Commission can allow officials to enter with less notice in certain circumstances. The notice must show the rules that everyone needs to follow when the permit holder enters.

If permit holders have followed all the rules you can't stop or delay them from entering the Service. If employers do this unnecessarily they can be fined under the Fair Work Act.

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