



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 17, 1 to 5 June 2020– 3.2.1 Inclusive Environment



Educational Leader



Nominated Supervisor's NQS
Self-Paced Learning Modules

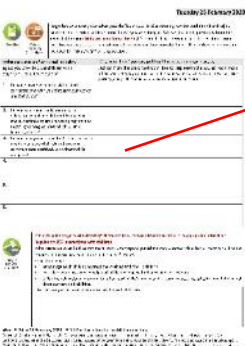
MONDAY TO FRIDAY
1 to 5 June 2020

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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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 3.2.1. 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 3.2.1 Inclusive Environment

Please conduct this checklist and address issues that are identified

Educator Practices

Do educators set up and adapt environments to meet the ages, interests and abilities of all children in the group?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators change or adapt resources where required to ensure each child can successfully participate?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators organise most of the resources so children can access them without adult help?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Does the curriculum show evidence of children using spaces to explore, investigate, solve problems, being creative and using their imagination etc?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Does the curriculum show evidence that lots of activities are started by or suggested by children?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Does the curriculum show evidence that educators plan a mix of large and small group activities and experiences?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Does the curriculum mainly include activities that reflect each child's interests and daily lives?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Does the curriculum show evidence of activities that challenge children and encourage them to take appropriate risks?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Does the curriculum show evidence of children engaging with a wide variety of natural and man-made resources in the indoor and outdoor environment?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you help educators establish close working relationships with professionals and families to support the inclusion of all children, including those with additional needs?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators monitor noise levels and implement strategies to reduce noise if needed eg room rules?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators regularly reorganise the indoor and outdoor environment to stimulate children's interest and engagement?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Environment, Equipment and Resources

Are there places indoors and outdoors where children can play or relax on their own or in a small group without interruption eg by adults or other children moving through the area?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are spaces for routine activities like resting and eating arranged to maximise positive interactions and learning?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there something in the environment that every child loves?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is the Service approach to inclusion covered in your Philosophy?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do the indoor and outdoor environments look attractive? Would you want to spend time relaxing in them?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

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

Actions required to embed practice

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Regulation section

Regulation 113 Outdoor space – natural environment

The approved provider of a centre-based service must ensure that the outdoor spaces provided at the education and care service premises allow children to explore and experience the natural environment.

Example The use of natural features such as trees, sand and natural vegetation.

Note. A compliance direction may be issued for failure to comply with this regulation.

Who has to do what?

The Approved Provider must make sure children can explore natural settings and resources in outside play areas eg gardens, sandpits, dirt patches, pebble/gravel pits, edible plants, shady trees, worm farms, compost areas, water play areas, logs, rocks, hay bales, tree stumps and potted plants.

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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.

Did you know there is a best practice Guide 'Small Business and Fair Work Act' available at <https://www.fairwork.gov.au/how-we-will-help/templates-and-guides/best-practice-guides/small-business-and-the-fair-work-act>

Under the Act a small business is one that employs less than 15 employees at a particular time. This does not include casuals unless they are employed on a 'regular and systematic basis' (section 23).

The Guide explains:

- the safety net of minimum employment conditions
- the obligation to bargain in good faith
- obligations to keep records and provide pay slips
- unfair dismissal laws that apply to small business
- protections for employees and obligations of employers
- the functions of the Fair Work Ombudsman and the Fair Work Commission.

There is also a checklist to help check your awareness of the Fair Work Act.

While the Guide is specifically for small business, much of the information is also relevant for larger businesses. We have covered many of the issues discussed in the Guide in our weekly emails, but you may find the Summary in the Guide useful.

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