



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 18, 8 to 12 June 2020– 3.2.2 Resources support play-based learning



Educational Leader



Nominated Supervisor's NQS Self-Paced Learning Modules

MONDAY TO FRIDAY
8 to 12 June 2020

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) <i>Optional</i>	

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

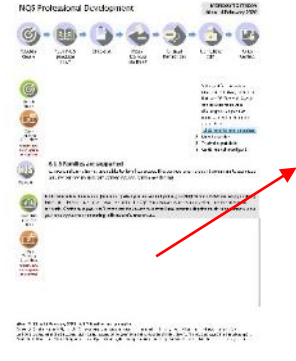
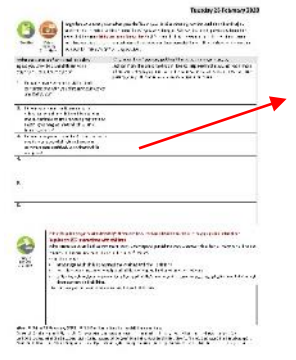
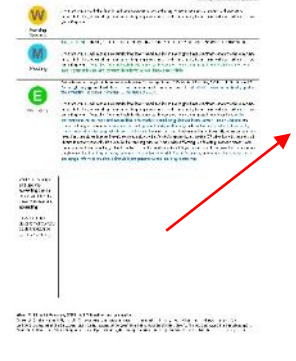
As Nominated Supervisor and Educational Leader, you need to help your educators to plan HOW they are going to action the improvements they identified.

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

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

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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 3.2.2. 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 3.2.2 Resources Support Play-based Learning

Please conduct this checklist and address issues that are identified

Resources

Do educators agree resources you source or purchase suit each child's age, ability and interests and support their participation in the program?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators agree there are enough suitable resources for children to access without waiting for long periods?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators agree there are enough resources that children can use in many different ways to support their learning eg natural and man-made loose parts?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators agree there are enough resources to support children's creativity and imagination, literacy and numeracy, problem solving, discovery and experimentation, sensory play and physical activity?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators agree there are enough tools, technologies and media to support children's learning?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators agree some of your resources/equipment challenge children and encourage them to take appropriate risks?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Educator Practices

Is there evidence educators regularly engage with children in their play/leisure activities and take advantage of opportunities to extend their play?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence educators encourage children to try new activities and experiences?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence educators regularly provide opportunities for long periods of uninterrupted play, and adjust room/group routines where possible to accommodate children actively involved in play	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence educators regularly reorganise indoor and outdoor environments with children's help where possible to maintain/extend children's interest?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident educators can discuss how they use resources to meet children's varying different interests, needs and abilities?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Your Practices

Is there evidence you encourage children to help choose resources and equipment?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence you seek families' views/suggestions on suitable resources and equipment?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you keep plans showing how indoor and outdoor spaces are arranged to create inviting learning environments and how these are influenced by children's ideas?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Week 18, 8 to 12 June 2020– 3.2.2 Resources support play-based learning

Actions required to embed practice

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Regulation section

Regulation 105 Furniture, materials and equipment

The approved provider of an education and care service must ensure that each child being educated and cared for by the education and care service has access to sufficient furniture, materials and developmentally appropriate equipment suitable for the education and care of that child.

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

Who has to do what?

The Approved Provider must provide enough furniture, resources and equipment that meet children's needs and are suitable for educators to use as they educate and care for children.

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 the new [Workplace Legal Advice Program](#). The Program provides eligible employers with free independent legal help to deal with workplace issues arising from the coronavirus outbreak on issues like:

- stand downs from work
- flexible work arrangements
- pay and entitlements
- JobKeeper changes to the Fair Work Act.

Law firms with specialist workplace experience provide the advice which is free and confidential.

Eligible employers are those who:

- are not represented by a lawyer
- don't have a paid memberships with a professional employer body or industry association that provides member advice services
- are covered by the Fair Work system/laws
- agree to the Terms and Conditions of the Program.

You can download the [Program's Frequently Asked Questions](#).

Child Care Subsidy

As we mentioned two weeks ago, one of the things you can do to maintain or increase enrolment after the end of 'free child care' is provide families with information about returning to or joining the CCS system.

The [Federal Department of Education has emailed all Providers](#) with information that should be provided to families who received CCS in 2018-19. It relates to the need to confirm income and there is a letter template you can use.

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