

Is RPL for you?

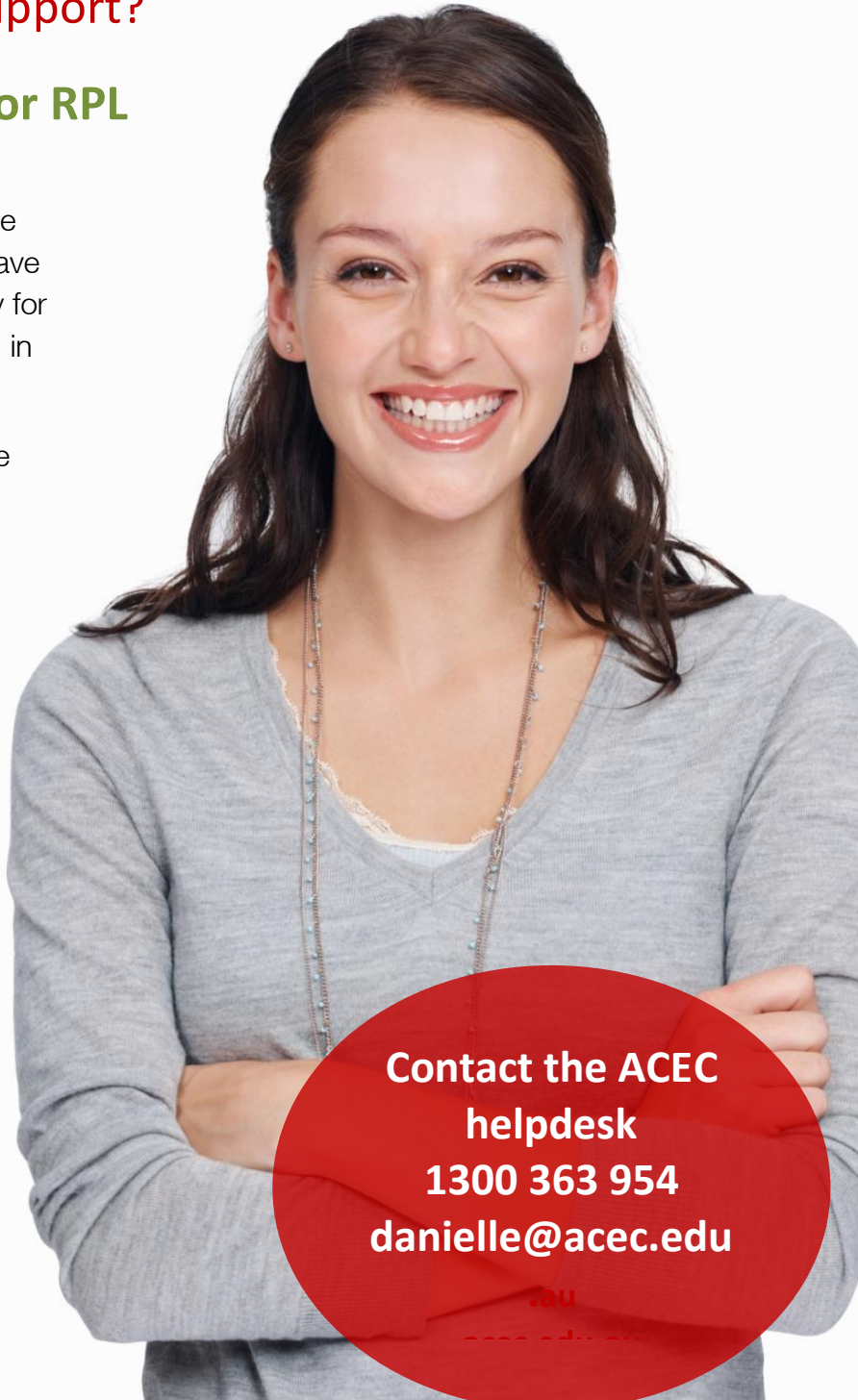
Have you been contributing to the Weekly Tasks with Centre Support?

You might already qualify for RPL

If you or anyone at your service is currently contributing to the weekly tasks as part of the Centre Support systems, you may already have enough knowledge and experience to qualify for recognition of prior learning for a Certificate III in Children's Services.

The Australian Community Education College is affiliated with Centre Support, so as a client of Centre Support, please consider us as your first stop when it comes to all of your training needs.

Call our helpdesk today for a complimentary initial assessment of whether you or someone in your team qualifies for an RPL, or perhaps a traineeship. Substantial government funding may be available to your service.



**Contact the ACEC
helpdesk
1300 363 954
danielle@acec.edu**

Australian Community
education college



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.

Video 1



Video Training
Click Here

Video 2



Video Training
Click Here

Video 3



Video Training
Click Here

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.

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 3.2)
- 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.

Week 20, 22 to 26 June 2020- Standard 3.2, Use



Educational Leader



Nominated Supervisor's NQS
Self-Paced Learning Modules

MONDAY TO FRIDAY
22 to 26 June 2020

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

Centre Support - Use the checklist below

Section 1: Quality of Learning and Teaching

Section 2: Quality of Learning and Teaching

Section 3: Quality of Learning and Teaching

Section 4: Quality of Learning and Teaching

Section 5: Quality of Learning and Teaching

Section 6: Quality of Learning and Teaching

Section 7: Quality of Learning and Teaching

Section 8: Quality of Learning and Teaching

Section 9: Quality of Learning and Teaching

Section 10: Quality of Learning and Teaching

Section 11: Quality of Learning and Teaching

Section 12: Quality of Learning and Teaching

Section 13: Quality of Learning and Teaching

Section 14: Quality of Learning and Teaching

Section 15: Quality of Learning and Teaching

Section 16: Quality of Learning and Teaching

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Section 100: Quality of Learning and Teaching

Then use the QIP
entry from page 8

Quality Improvement Plan

Section 1: Quality Improvement Plan

Section 2: Quality Improvement Plan

Section 3: Quality Improvement Plan

Section 4: Quality Improvement Plan

Section 5: Quality Improvement Plan

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Section 100: Quality Improvement Plan

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.

Week 20, 22 to 26 June 2020- Standard 3.2, Use

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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 3.2 Exceeding themes Use

Please conduct this checklist and address issues that are identified

Embedded Practice			
Is there evidence all educators consistently support children's efforts to learn about and become involved in caring for the environment?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators implement activities which teach children about caring for the environment, and that you highlight relevant service practices that do this?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators use space and resources flexibly and in ways which encourage all children to participate and achieve learning outcomes – and could they confidently explain how they do this to an assessor?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators regularly adapt spaces and resources to help children participate eg each day, week, month etc?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident all educators could explain to an assessor how their approach to inclusive environments, and teaching children about environmental responsibility, is consistent with the service philosophy?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Critical Reflection			
Is there evidence all educators regularly contribute to critical reflections, including with all service staff, about the way space and resources can best be used to promote inclusive, play-based learning environments?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators regularly contribute to critical reflections about the best ways to teach children their environmental responsibilities?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all staff regularly contribute to critical reflections about sustainable practices at the service and work together to implement and strengthen these practices?	<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 implementing play-based learning environments and teaching children how to care for the environment?	<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 organising inclusive, play-based learning environments and supporting environmental responsibility 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 all educators use and organise spaces and resources in ways that reflect 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 teach children about caring for the environment in ways that reflect 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 community members about the use of spaces, resources and ways to include diverse cultures, and include their ideas and preferences?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Week 20, 22 to 26 June 2020- Standard 3.2, Use

Is there evidence all educators consistently engage with children, families and community members about sustainable practices at the service and environmental awareness, and include their ideas and preferences?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence educators take children on excursions and use community spaces and resources to engage children in learning, including how to care for the environment?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators support families to implement practices at home which care for the environment?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Actions required to embed practice

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Regulation section

As we've looked at what Regulations go with Standard 3.2's Elements, this week we're reviewing the [Transition Payment Guidelines](#), the [Transition Payment Grant Template](#) and [Information Sheet for CCS Providers](#) recently released by the Federal Government.

New guidance in addition to that provided in last week's professional development includes:

- eligible providers will be sent an offer with a funding amount and can accept the Offer by returning a signed agreement agreeing to the terms and conditions of the grant (which is legally binding) Refer to [Information Sheet about how to complete and submit the Offer](#)
- providers need to accept Offer by 5 pm 1 July 2020 to ensure they receive first payment made in the week starting 13 July (received from 17 July)
- the Department will work with new services approved for CCS on or after 13 July 2020 on a relevant reference fortnight
- the Transition Payment Offer lapses on 3 September 2020
- Transition Payments will be paid weekly from when providers signs the offer. Payments will not be made until the signed Offer is returned
- there will no Transition Payments for the weeks starting 14 September and 21 September as there is an extra week's 50% payment under the current Relief Package (15 payments over 14 weeks)
- Transition Payments will be paid instead of JobKeeper except for the week starting 13 July 2020 where you receive both (JobKeeper ends 20 July 2020)
- you must continue to employ and offer work over the transition period to employees who were paid in the fortnight of 29 June to 12 July 2020 (or relevant fortnight for vacation care only services), including employees who worked, were on short-term leave, or who did not work but were paid JobKeeper, but excluding those on long term leave. This does not include employees who engage in 'serious misconduct' or lose an essential qualification

- you must be open and provide care for the usual hours of operation (unless directed to close)
- you must not increase fees, including administration fees, or charge new fees not in a family's Complying Written Agreement
- you must keep records supporting your signed Offer for 3 years

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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. This week we look at [Awards and Registered Agreements](#)

Awards are legal documents that outline the minimum pay rates and conditions of employment.

Employers can be covered by more than one award depending on the jobs the employees do. In the ECEC sector the following Awards usually apply:

- Children's Services Award
- Education Services (Teachers) Award (covering early childhood teachers)
- Clerks – Private Sector Award (covering office staff)

Awards don't apply when an employer has a **Registered Agreement** like an Enterprise Agreement in place. However:

- the base pay rate in the registered agreement can't be less than the base pay rate in the award and
- the National Employment Standards still apply.

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