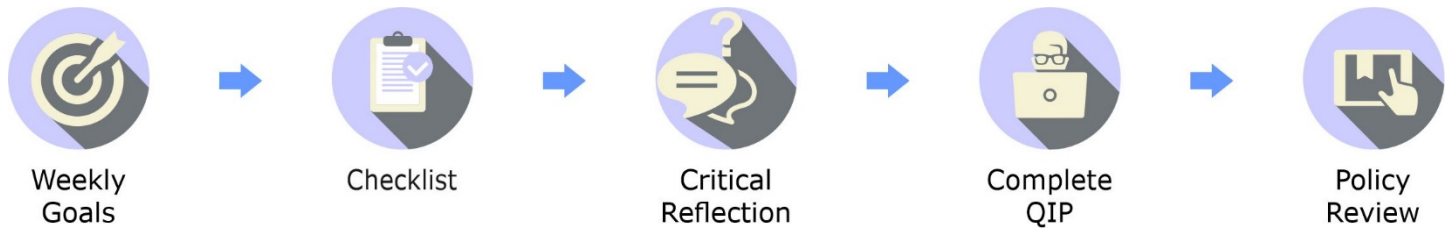


This week, we are looking at our last 2 weeks covering Elements 4.2.1 and 4.2.2 These elements make up the Standard 4.2, Professionalism Management, educators and staff are collaborative, respectful and ethical.



Weekly Goals

Checklist

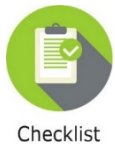
Critical Reflection

Complete QIP

Policy Review



	<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.
--	--



Why are you doing the checklist?

Monday 27 July 2020

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 ask for help and training to do what's on the checklist ie work with your educational leader or room leader who should teach/coach you how to do it.

The checklist keys to use.

- E = **Embedded** I do that **ALL** the time
- K = I **know** I need to do that, but I don't do it all the time
- T = Please **teach** me how to do it or improve my understanding of why I need to do it.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

Week 23, 27 to 31 July 2020- Standard 4.2, Professionalism

How to use Centre Support video links.

	Video 1 An overview	Video 2 Where to find exceeding	Video 3 How to use checklist
Click on the video icon on the left to hear an explanation of the Standard in more detail. Remember: Our material can be printed or used as a digital PDF copy and kept on your computer.	 Video Training Click Here	 Video Training Click Here	 Video Training Click Here

Are you Exceeding? Use the checklist below to see.

Exceeding - Embedded Practice	ED1	ED2	ED3	ED4	ED5
There's evidence all your interactions with staff, children and families are respectful and positive?	E	E	E		
<i>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</i> <i>Example: On Tuesday (21_7_20) Ryan's mum was upset that once again he'd come home the previous day without his new jacket. She was quite heated and inferred educators in the room were incompetent. I made sure to respond in a professional and respectful manner. I calmly apologised, explained we were still training a new educator, and would review our pack up procedure so this did not happen again.</i>					
There's evidence all your interactions with staff, children and families are respectful and positive.					
<i>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</i>					
There's evidence you willingly share information, ask for help and acknowledge the strengths and skills of others.					
<i>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</i>					
There's evidence you regularly collaborate with team members ie affirm, challenge, support and learn from them.					
<i>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</i>					
There's evidence you collaborate and interact with others in ways consistent with the service Code of Conduct/Ethics.					
<i>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</i>					
There's evidence you collaborate and interact with others in ways consistent with your service philosophy, policies and procedures.					
<i>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</i>					

Week 23, 27 to 31 July 2020- Standard 4.2, Professionalism

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Exceeding - Critical Reflection

There's evidence you regularly contribute to critical reflections on the Service's professional standards, ethical issues that come up and opportunities to strengthen ethical practice.					
<p>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it. <i>Example: Last staff meeting (24_7_20) several educators asked whether it was okay to babysit for some service families. I said I didn't think this was a good idea, as that could leave educators open to claims they are favouring those children.</i></p>					
There's evidence you regularly contribute to critical reflections on the Service's professional standards, ethical issues that come up and opportunities to strengthen ethical practice.					
<p>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</p>					
There's evidence you regularly contribute to critical reflections about the curriculum and teaching practices and theories.					
<p>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</p>					
There's evidence you're aware of ethical and professional standards underpinning your practice and reflect on ways to strengthen these .					
<p>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</p>					


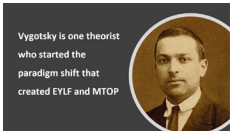






Exceeding - Engagement with families and community

There's evidence you welcome and consider the voices, priorities and strengths of children and families when you collaborate and interact with others.					
<p>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it. <i>Example: Nate's mum was concerned that he might misbehave while acting as pageboy at an upcoming family wedding. Educators know that Nate needs to regularly engage in physical activity to help self-regulate his behaviour. We discussed how his activity needs might be scheduled into the day (eg run immediately before walk down aisle) and implemented some activities related to weddings where Nate and the other children took turns quietly walking down the aisle!</i></p>					
There's evidence you welcome and consider the voices, priorities and strengths of children and families when you collaborate and interact with others.					
<p>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</p>					
There's evidence you work together with others from diverse backgrounds to ensure all children, families and community members feel included and represented in activities and experience.					

Week 23, 27 to 31 July 2020- Standard 4.2, Professionalism

If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.				
There's evidence you consistently communicate with and support families in culturally sensitive ways.				
If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.				
There's evidence you regularly exchange ideas and best practice with families and community members.				
If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.				

NEW

EYLF and MTOP examples for Quality Area 1	1. Start here	2. Continue here	3. EYLF/MTOP Connecting to the Regulations	4. MTOP Documenting
<p>Watch the videos to learn more about EYLF and MTOP. You will learn the difference between 'constructivism' and 'social constructivism', what a learning relationship looks like, how the EYLF and MTOP connects directly to the regulations and how you could document in different ways. Video 4 is for MTOP (school aged children) but it is suited to 3-5 year olds too.</p>	<p>Video 1</p>  <p>Video Training Click Here</p> 	<p>Video 2</p>  <p>Video Training Click Here</p> 	<p>Video 3</p>  <p>Video Training Click Here</p> <p>Regulation 73 An educational program is to contribute to the following outcomes for each child. The child will:</p> <ul style="list-style-type: none"> (a) have a strong sense of identity; (b) be connected with and contribute to his/her world; (c) have a strong sense of wellbeing; (d) be a confident and involved learner; (e) be an effective communicator. 	<p>Video 4</p>  <p>Video Training Click Here</p> 

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Why are you doing this? It's not just because critical reflection is an Exceeding theme. Critical reflection shows you how to solve problems and improve practice. You can also use the outcomes of your critical reflection in your Service QIP (Improvement section). All educators must contribute to the QIP. It's part of your job. Use this template to help do this and show the assessor how critical reflection has created changes in your practice.

Thursday 30 July 2020

Step 1 Critical Reflection



Critical Reflection

The EYLF and MTOP say "Critical reflection involves closely examining all aspects of events and experiences from different perspectives." There is no checklist for critical reflection.



Video Training
Click Here

Example Situation

One of our children has heard the word 'fracking.' They think it's a rude word. How will we approach this?

Exceeding themes Standard 4.2 Embedded Practice

Interactions with staff, children and families are respectful and positive. Educators willingly share information, ask for help and acknowledge the strengths and skills of others.

Critical Reflection

All educators are aware of ethical and professional standards underpinning practice and reflect on ways to strengthen these.

Engagement with families and communities

Educators work together with others from diverse backgrounds to ensure all children, families and community members feel included and represented in activities and experiences. Educators consistently communicate with and support families in culturally sensitive ways.



Child/ren

Mum and Dad tell me it's rude to stare at people when they're talking to you, but educators always want to make eye contact with me. It makes me feel uncomfortable (Lewis).

Educators and Nominated Supervisor

I'm never quite sure about the ways different cultures communicate. I always feel I could be making a big mistake and unintentionally insulting a parent etc. (Miss Skylar)

Families and community

I don't feel comfortable discussing Lewis' learning with his educators. They're the professionals and I feel like I shouldn't be questioning what they're doing.

Theorist and current research

Anthropologist Edward T. Hall distinguishes between high context cultures (more collectivist and intuitive, based on cultural knowledge implicit in tightly connected, long term relationships eg China, Japan, France, Indigenous Australians) and low context cultures (more individualistic, making use of short-term relationships and explicit information eg USA, Germany, Australia).

Step 2 Change Practice

Now you have reflected through the eyes of others, you are ready to make well informed decisions and plans to implement a change in your practice. List the changes below.

Several educators expressed concerns over culturally sensitive communication so the Educational Leader researched some information about this and then prepared some short summaries. The EL then discussed these with relevant educators in relation to several families.

Research sources included:

[Little Book of Cultural Tips](#)
[Communicating in a Culturally Appropriate Way](#)

Educators found the tips and information very useful. For example, they now understand why Lewis' parents are reluctant to develop a partnership with them and have discussed the different approaches to education and communication between Australia and Japan (see notes 30_7_20). Slowly we're seeing them becoming increasingly involved in Lewis' learning and development.

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Thursday 30 July 2020

Step 1 Critical Reflection



Critical Reflection

The EYLF and MTOP says "Critical reflection involves closely examining all aspects of events and experiences from different perspectives". Critical reflection has no criteria like the checklist.

Select one or more from below (or something else in this week's checklist) to critically reflect upon:



- Would families and community members agree educators regularly exchange ideas and best practice with them?
- Would all staff agree educators reflect on ways to strengthen professional standards when required?
- Would all staff agree you willingly share information, ask for help and acknowledge their strengths and skills?

Child/ren

Educators and Nominated Supervisor

Families and community

Theorist and current research

Step 2 Change Practice

Now you have reflected through the eyes of others, you are ready to make well informed decisions and plans to implement a change in your practice. List the changes below.

Evaluate the change in practice due to your reflection

Week 23, 27 to 31 July 2020- Standard 4.2, Professionalism



Complete QIP



Video Training Click Here

Write your QIP using what you've completed over the week. Why are you doing this?

You have discovered where your practice is compared to the NQS Guide (comparing what you currently do and Monday, Tuesday and Wednesday's checklist). This is the process of self-assessment. If you have discovered practices, processes, checklist areas you need to improve upon, write them below. Use this to improve practice and select contributions to the QIP Improvement Plan.

Example: On Tuesday checklist we discovered a 'T', we need help with, "You can explain some of the theories that influence your teaching practices and how these contribute to continuous improvement." We realise we need to actively research or obtain information about current theories so we can answer this question. The Educational leader and Matt the Nominated Supervisor are organising some 'fact sheets' on different theorists and we're going to pin them on the staff room wall and discuss different theorists each week during room/group meetings.

The next step if you're meeting the indicators is to self-assess against the Exceeding Indicators. On the next page we look at how to write meeting and exceeding strengths in your QIP. Use the below points to guide you writing.

Inclusions	Yes	N/A
1. Write the room location into the strength . This will ensure the assessor knows where to look for your strengths.		
2. Write the educator's name into the strength. This will ensure the assessor knows who to ask about your strengths.		
3. Include the child/children's names in your strength. This will give educators confidence to talk about a subject they know about (the child/ren).		
4. Evidence eg learning story, photo that's easy to access.		
5. Write how you are achieving the exceeding themes.		
Embedded Practice		
Critical Reflection		
Engagement with families/community		
6. Tell the assessor exactly where to find the location of other evidence they need to see to show how you're exceeding.		
7. Show the assessor the location and time of other practice they need to observe to show how you're exceeding.		

Week 23, 27 to 31 July 2020- Standard 4.2, Professionalism



Working Towards

Miss Rosie in the Giraffe Room/Group started regularly turning up for work ten minutes late. The Room Leader tried to find out why this was happening but Miss Rosie told her it was private and to mind her own business. The Room Leader decided the Nominated Supervisor must be aware of what was happening and it was up to her to do something about the situation.



Meeting

The green text is directly related to the meeting indicators for Elements 4.2.1 and 4.2.2 on pages 217-221 of the NQS Guide

Giraffe Group

Miss Rosie in the **Giraffe Room/Group** started turning up for work ten minutes late. On the second day the **Nominated Supervisor met with Miss Rosie privately** to discuss what was happening. She said her mum couldn't take the kids to school currently because of COVID, so she needed to drop them on her way to work. She hoped to speed up the school drop off in the next couple of days. The **Nominated Supervisor** said it would have been **more professional to be honest and upfront** about the issue rather than waiting for a manager/leader to ask. There was also the issue of complying with ratios. **Miss Rosie reflected and agreed, saying she would do this in future** and had not considered the potential impact on ratios. **The Nominated Supervisor suggested she speak with team members to minimise any ill-will her lateness was causing.**



Exceeding

[Click the logo above to see the ACECQA NSQ Exceeding Themes for 4.2](#)

Below is a case study that demonstrates how the Exceeding themes 1 Embedded Practice, 2 Critical Reflection and 3 Meaningful engagement with families and communities link into practice. [The blue text is based on or directly quotes the exceeding indicators and the checklist on Monday, Tuesday and Wednesday in the NQS Guide pages 222-223.](#)

Giraffe Group

Miss Rosie in the **Giraffe Room/Group** started turning up for work ten minutes late. On the second day the **Nominated Supervisor** met with **Miss Rosie** privately to discuss what was happening. She said her mum couldn't take the kids to school currently because of COVID, so she needed to drop them on her way to work. She hoped to speed up the school drop off in the next couple of days. The **Nominated Supervisor** said it would have been more professional to be honest and upfront about the issue rather than waiting for a manager/leader to ask [and referred her to the service Code of Conduct](#). There was also the issue of complying with ratios. **Miss Rosie** reflected and agreed, [noting how she'd acted inconsistently with the Code of Conduct](#), and saying she would do this in future and had not considered the potential impact on ratios. The **Nominated Supervisor** suggested she speak with team members to minimise any ill-will her lateness was causing, [and so they could work out how to best support each other and the children in the short term until the educator could make it on time.](#) Later that day **Miss Rosie** was talking to a parent about her older school aged children, and it turned out Miss Rosie's children attended the same school as the parents'. When the mum heard about Miss Rosie's difficulties, she promptly offered to collect them as she lived just up the road. Miss Rosie thanked her and said she'd just need to check this was ethically okay with her manager..



Video Training Click Here

Write an example and use the exceeding theme (words in blue) to show how you are exceeding.

Or write a plan describing how you could improve to get to exceeding.

Week 23, 27 to 31 July 2020- Standard 4.2, Professionalism

Social Media Policy

Educators, staff and volunteers will not:

- access their personal social media accounts while educating and caring for children
- use their personal social media accounts to
 - send or accept 'friend requests' from parents or family members that have children at the Service
 - post any photos taken at the service or other information about the service
 - post any material that is offensive, threatening or unlawful
 - post any material that could damage their professional standing
 - post any material that could damage the employment relationship or the employer's/Service's reputation
 - express views on behalf of the employer
 - use the service logo or email without permission
 - disclose confidential, private or sensitive information
 - publicise workplace disputes
- use their personal camera or phones to take photos or video at the service

The Approved Provider/Nominated Supervisor will use our Grievance Guidelines to investigate:

- the posting of offensive, threatening, damaging or unlawful information on a personal social media account
- the defaming, bullying or harassment of a staff member on social media by a service family

FOR SERVICES WITH A SOCIAL MEDIA ACCOUNT

The Approved Provider or Nominated Supervisor will:

- get authorisation from parents before posting any photos of their child
- get families' consent about the information that will be posted on-line
- ensure personal information is not posted on-line
- implement appropriate measures to ensure the privacy and security of the account.

Do you have any feedback or comments about this policy? Please include below.

Educator's Name	Educator's Signature

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Completing the table below gives you information about where the ideas and activities in your curriculum are coming from. Remember the EYLF and MTOP require most of your curriculum to be based on children’s ideas and interests, or related to their families and community. Educator input should not be the largest number in the table.

The table is designed to be used with Centre Support’s curriculum symbols showing where an activity or experience came from. Count the symbols for child input, family input etc and add under the Total Column. To work out the percentage divide each input number by the total of all inputs and multiply by 100.

Exceeding theme 2: Practice is informed by critical reflection

Curriculum Input	Total	Percentage
Child Input	eg 20	eg 57%
Family Input	eg 10	eg 28%
Community Input	eg 3	eg 9%
Educator Input	eg 2	eg 6%
Total	eg 35	eg 100%

Curriculum Input	Total	Percentage
Child Input		
Family Input		
Community Input		
Educator Input		
Total		

Completing the table below helps you reflect on how your day at work went compared to your best ever and worst ever days. Think about why you’ve given the day this rating. What could you change?

Mon	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
Tues	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
Wed	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
Thurs	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
Fri	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				

Space for further reflections if required

Week 23, 27 to 31 July 2020- Standard 4.2, Professionalism