



**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

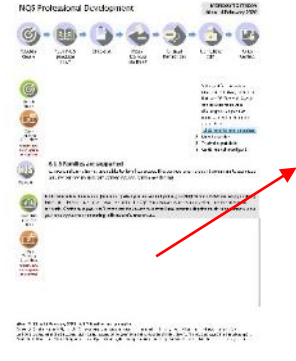
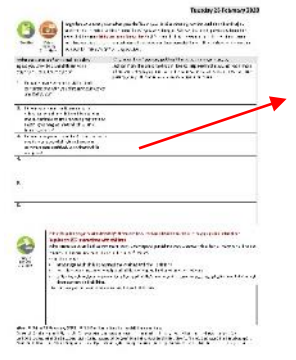
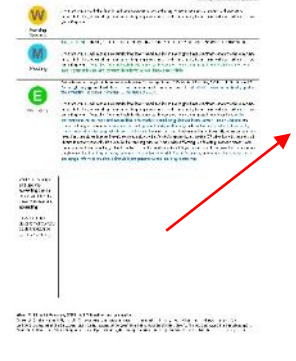
	<ol style="list-style-type: none"> <li>1. Set a goal for the week. Goal doesn't always need to link to NQS Element. A goal can be used to solve a challenge or be positive improvement i.e. learning area setup <a href="#">Click here for goal template.</a></li> <li>2. Identify barriers</li> <li>3. Track the goal daily</li> <li>4. Celebrate achieved goal.</li> </ol>
--	--

**Week 22, 20 to 24 July 2020– 4.2.2 Professional Standards**





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

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

#### Week 22, 20 to 24 July 2020– 4.2.2 Professional Standards

Copyright Centre Support Pty Ltd 2020 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it.



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 4.2.2. 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 4.2.2 Professional Standards

Please conduct this checklist and address issues that are identified

### General Practices

Do all employees know how to access the National Law, Regs and NQS?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you always ensure your practices and those of your staff comply with the service Code of Conduct / ECA Code of Ethics and core values?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you regularly improve practice when you identify issues, and ensure new information and procedures is communicated to all staff?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you always keep confidential information about children, families and other staff private?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you require all employees to contribute to the service QIP regularly so it includes service wide practice and all employees can discuss the QIP with assessors?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you make sure employees attend all staff meetings (unless there is a family emergency etc)?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you have clear position descriptions for each job outlining the requirements of the role?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you regularly assess employee' performance against their position description and develop training plans where required?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you effectively manage underperformance of staff to ensure there is no adverse effect on the professional practice of other employees?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you make sure staff always follow service grievance procedures if they have a complaint?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

### Interactions with Employees and Volunteers

Do you regularly include employees in reviews of the service philosophy to discuss how their practice meets the philosophy and assess whether any changes are required to either practice or philosophy?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you regularly include employees in reviews of service policies and procedures and action any feedback they provide?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you make sure the Educational Leader adequately supports all educators eg coaches and mentors staff, shares knowledge?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you always interact with employees and volunteers in a respectful, polite and professional way?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you make it clear all educators must always support Room Leaders and the Educational Leader eg willingly try their ideas, never gossip about them?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

## Week 22, 20 to 24 July 2020– 4.2.2 Professional Standards

---

Do you always take action against any unprofessional or illegal behaviour even where this may adversely affect the career/status of a valued employee/volunteer?  Yes  No  NA

---

**Interactions with Children and Families**

---

Do you make sure all children can equitably participate in activities and experiences?  Yes  No  NA

---

Actions required to embed practice

**Week 22, 20 to 24 July 2020– 4.2.2 Professional Standards**



As there are no specific ECEC Laws/Regulations related to Element 4.2.2 Professional Standards, we have asked educators to watch this [YouTube video](#) which is also available as a podcast on services like Spotify. In this entertaining clip Celeste Headlee discusses the 10 ways to effectively engage in conversation:

1. Don't multitask
2. Don't pontificate - assume you have something to learn
3. Use open-ended questions – who , what, when, where, why or how
4. Go with the flow
5. If you don't know, say you don't know
6. Don't equate your experience with theirs
7. Try not to repeat yourself
8. Stay out of the weeds -forget the names, dates, details
9. Listen – with the intent to understand
10. Be brief

We suggest you also view the video and consider which of these issues you could focus on to improve your professional practice.



## 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.

### Pandemic Leave

In week 11 we looked at a new entitlement of up to 2 weeks unpaid Pandemic Leave where employees self-isolate because they're following Government or medical advice, or can't work because of measures taken by Government or medical authorities. The Commission has recently extended this entitlement to the end of September 2020 for employees covered by the Children's Services Award eg educators.

### Annual Leave at Half Pay

The Commission has also extended the option for employees for employees covered by the Children's Services Award to take their annual leave at half pay and double their time off work if the employer agrees. Leave must start before 30 September 2020 but may finish after this date before

## Week 22, 20 to 24 July 2020– 4.2.2 Professional Standards