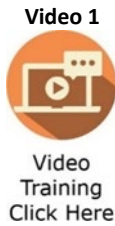




**How to use Centre Support video links.**

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.



**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 4.2)
- 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"> <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>
--	--



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





Educational Leader



Nominated Supervisor's NQS  
Self-Paced Learning Modules

MONDAY TO FRIDAY  
27 to 31 July 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

The checklist contains several sections with headings such as 'Checklist for the Nominated Supervisor', 'Checklist for the Educational Leader', and 'Checklist for the Centre Support'. Each section has a grid of boxes for recording observations and feedback. A red arrow points to a row in the first section.

Then use the QIP  
entry from page 8

The QIP entry form has three main sections: 'W' (What is the current practice?), 'M' (What is the current practice?), and 'E' (What is the current practice?). Each section contains a grid for recording data and a text area for comments. A red arrow points to the 'E' section.

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

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 '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 4.2 Exceeding themes Professionalism

Please conduct this checklist and address issues that are identified

<b>Embedded Practice</b>			
Are all your interactions with staff, children and families respectful and positive?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators willingly share information, ask for help and acknowledge the strengths and skills of others?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators regularly collaborate with team members ie affirm, challenge, support and learn from them?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you and all staff collaborate and interact with others in ways consistent with the service Code of Conduct/Ethics?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you and all staff collaborate and interact with others in ways consistent with your service philosophy, policies and procedures?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
<b>Critical Reflection</b>			
Is there evidence all educators regularly contribute to critical reflections on the Service's professional standards, ethical issues that come up and opportunities to strengthen ethical practice?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators regularly contribute to critical reflections about the curriculum and teaching practices and theories?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you ensure new educators are supported to collaborate, share and learn from others and develop their strengths and skills?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all staff are aware of ethical and professional standards underpinning their practice and ways to strengthen these?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are decision-making processes are aligned with service professional standards and Code of Conduct/Ethics?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you ensure all staff understand any changes to service professional standards and Code of Conduct/Ethics?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
<b>Engagement with families and community</b>			
Is there evidence professional collaboration and standards is informed by the service's unique geographical, cultural and community context?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence you and all staff welcome and consider the voices, priorities and strengths of children and families when collaborating and interacting with others?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence you and all staff work together with others from diverse backgrounds to ensure all children, families and community members feel included and represented in activities and experiences?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence you and all staff consistently communicate with and support families in culturally sensitive ways?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence you seek the views of families/community members in relation to ethical issues at the service?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

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

---

Is there evidence educators regularly exchange ideas and best practice with families and community members?  Yes  No  NA

---

Actions required to embed practice

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

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.



## Regulation section

As there are no Regulations for either of the Elements in Standard 4.2, this week we're reviewing the Government's Additional Child Care Subsidy and COVID-19 Temporary Financial Hardship Information Sheet which is attached to the weekly professional development email.

The Information Sheet explains:

- the subsidy is a short-term payment to help families experiencing significant financial stress with the cost of child care
- the subsidy covers the cost of care (up to 120 per cent of the hourly rate cap) for up to 13 weeks per event
- families can access up to 100 hours of subsidised care without meeting the activity test
- families are eligible if they get CCS and experience a specified event. These include the unexpected loss of employment, and the loss of income or business failure due to circumstances outside their control
- families must apply within 6 months of the event
- families can apply by accessing their Centrelink online account through myGov or the Express Plus Centrelink mobile app.

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

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.



#### 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 [Fair Work's Leave Calculator](#).

Leave accumulates gradually during the year and any unused annual leave rolls over from year to year.

The Leave Calculator calculates annual leave and annual leave loading that has accumulated under an award or the National Employment Standards (NES) using Fair Work's best practice method.

The Calculator asks a series of questions to determine the correct answer including:

- whether employees are trainees
- whether employees are fulltime, part-time or casual and their hours
- employees' age bracket
- employee's classification level
- how much unpaid leave and paid leave was taken during specified period.

Note the Calculator doesn't take into account any period an employee was on workers' compensation.

The Calculator has previously also calculated personal/carer's leave. This function is currently not available while Fair Work review the August 2019 Federal Court decision in relation to personal/carer's leave accruals.

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