



Remember:
Our material can be printed or used as a digital PDF copy and kept on your computer.



Video Training
Click Here

Video One



Video Training
Click Here

Regulations



Video Training
Click Here

Thursday Page



Video Training
Click Here

Children Cleaning



Video Training
Click Here

**Children
Repairing
Furniture**



Video Training
Click Here

Exceeding Ideas

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.

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.

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

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.



Management



Complete QIP



40 Week QIP Template
Click here to download



2020 Weekly learning activities
Click here to download



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 26, 17 to 21 August 2020– 3.1.2 Upkeep

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Educational Leader



Nominated Supervisor's NQS
Self-Paced Learning Modules

MONDAY TO FRIDAY
17 to 21 August 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


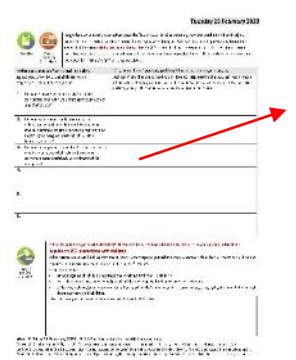

As Nominated Supervisor and Educational Leader, you need to help your educators to plan HOW they are going to action the improvements they identified.

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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 3.1.2. 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.

Element 3.1.2 Upkeep

All staff are familiar with and implement **cleaning procedures** and schedules to ensure the premises, furniture and equipment is always clean.

All staff are familiar with and implement **maintenance procedures** to ensure the premises, furniture and equipment is always safe and well-maintained.

NQS 3.1.2 Upkeep

Please conduct this checklist and address issues that are identified

Cleaning

Do you roster educators to complete service cleaning schedules?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you have documented cleaning procedures for different areas and resources eg laundry, kitchen, outdoor area, toys?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you have documented cleaning procedures for spills of blood or other body fluids?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you have documented procedures for the laundering of soiled items?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Maintenance

Do you roster educators to complete daily safety checks of indoor and outdoor areas?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you have documented safety check templates?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you have a documented maintenance procedure?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you make sure educators and staff know how and who to notify if they find broken or damaged resources, premises or equipment?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you make sure educators and staff immediately remove broken or damaged resources or equipment or make sure children can't access damaged premises/equipment?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you ensure the arrangement and anchoring of furniture and equipment is safe and complies with recognised guidelines eg Australian Standards? Note Kidsafe agencies have brochures and fact sheets on these issues	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you have documents confirming equipment meets Australian standards eg bikes, helmets?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you complete risk assessments of the physical environment as needed?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you develop a plan to ensure the safety of all children, staff and visitors if major work is occurring at the service?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is soft fall material used to prevent injury from play equipment?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you document evaluations of and changes in the location of furniture and equipment?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Week 26, 17 to 21 August 2020– 3.1.2 Upkeep

Actions required to embed practice

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Week 26, 17 to 21 August 2020– 3.1.2 Upkeep

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Regulations

Regulation 103 Premises, furniture and equipment to be safe, clean and in good repair

The approved provider of an education and care service must ensure that the education and care service premises and all equipment and furniture used in providing the education and care service are safe, clean and in good repair.

Penalty: \$2000.

Who has to do what?

You must ensure the building, equipment and furniture:

- meets Australian Standards
- is regularly cleaned
- is immediately removed or cordoned off if damaged or dangerous so children can't access it.

You must ensure:

- there's documented maintenance procedures, and cleaning procedures and schedules which all staff understand and implement
- there's a maintenance register
- there are documented risk assessments for new equipment, furniture and resources that could injure children which ensure steps are taken to remove or minimise the risk.

Week 26, 17 to 21 August 2020– 3.1.2 Upkeep

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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 [Deducting Pay and Overpayments](#).

Taking money out of an employee's pay before it's paid to them is called a deduction. There are limited situations when employers can deduct money from an employee's pay.

An employer can only deduct money if:

- the employee agrees in writing and it's mainly for their benefit
- it's allowed by a law, a court order or the Fair Work Commission
- it's allowed under the employee's award
- it's allowed under the employee's registered agreement and the employee agrees.

Examples include salary sacrifice arrangements or extra payments into an employee's super fund.

Deductions must be shown on the employee's pay slip and time and wages records.

Even if a deduction is made in accordance with an award, registered agreement or contract, an employer can't deduct money if:

- it benefits the employer directly or indirectly and is unreasonable in the circumstances or
- the employee is under 18 and their parent/guardian hasn't agreed in writing
- there's been an overpayment resulting from an error.

In the case of overpayments, the employer and employee should discuss and agree on a repayment

arrangement. If the employee agrees to repay the money, a written agreement must be made setting out:

- the reason for the overpayment
- the amount of money overpaid
- the way repayments will be made (eg electronic transfer) and how often (must be reasonable).

If the repayment can't be agreed an employer should get legal advice.

We have also reviewed some COVID related FAQs

[Can I waive gap fees if my service is closed due to COVID-19?](#)

Until 31 December 2020, while a service is closed as a result of a public health directive, they are permitted to waive families' out of pocket fees.

For Victorian Services Only

[Additional support for cleaning](#)

In Term 3, a second round of grants are also being provided to ECEC services delivering a funded kindergarten program, including:

- \$900 for services with less than 50 enrolments
- \$1500 for services with 50 or more enrolments.

Services can use the funding for enhanced coronavirus (COVID-19) cleaning and hygiene requirements in their kindergarten programs.

It cannot be used to pay for normal staffing or cleaning costs, or for buying normal levels of hygiene supplies.

Payments will be made directly to all service providers delivering a funded kindergarten program. No application is required.

[Can I waive gap fees if a child is absent due to COVID-19?](#)

From 13 July until 31 December 2020, services open and located in an area of Stage 3 or higher – 'stay at home' restrictions in **Victoria** are able to waive families'

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out of pocket fees where a child is not attending due to COVID-19, and an absence is recorded.

Centre Based Day Care and Outside School Hours Care services are able to waive the gap fee in these circumstances. ...Areas subject to Stage 3 or higher – ‘stay at home’ restrictions are listed at vic.gov.au

Melbourne Stage 4 Only

Childcare Permit

Permitted workers are able to access onsite childcare and kinder if there is no one else in their household who is able to supervise their child/ren. For example, a permitted worker in a single parent household may access childcare and kinder.

If there is another carer in the household, permitted workers can still access onsite childcare if the other parent/carer cannot supervise the child/ren. This could be for a number of reasons - for example, their partner or co-parent:

- has a medical condition, or chronic illness which prevents them from caring for the child
- has a disability
- is completing full time study and must attend onsite
- works from home, but in a role that means they cannot supervise the child/ren - resulting in the permitted worker not being able to do their job.

Both carers do not have to be permitted workers to access childcare...

Vulnerable Children definition

Vulnerable children include children who:

- resides in the care of the State or in out-of-home care or
- are deemed vulnerable by a government agency, funded family or family violence service, and are assessed as requiring education and care outside the family home or
- identified by a school as vulnerable, including where the vulnerability is the result of severe family stress (including via referral from a government agency, or funded family or family violence service, homeless or youth justice service or mental health or other health service).

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