






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

|   |   |  |  |
|---|---|--|--|
| <p>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.</p> | <p><b>Video 1</b><br/>Part 1 Designing spaces for children</p>  <p>Video Training Click Here</p> | <p><b>Video 2</b><br/>Part 2 Building with children</p>  <p>Video Training Click Here</p> | <p><b>Video 3</b><br/>Part 3 Building with children</p>  <p>Video Training Click Here</p> |
|---|---|--|--|



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 3.1)
- 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.<br/>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<br/><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 27, 24 to 28 August 2020- Standard 3.1, Design**



Educational Leader



Nominated Supervisor's NQS  
Self-Paced Learning Modules

**MONDAY TO FRIDAY**  
**24 to 28 August 2020**

**Analysis of Centre Support – Part 1** [To see a completed sample of these pages click here](#)

**Room or Group:**

| Section                                | Comment |
|--|---------|
| Goal<br>(Page 1)                       |         |
| Checklist Theme 1<br>(Page 1)          |         |
| Checklist Theme 2<br>(Page 2)          |         |
| Checklist Theme 3<br>(Page 3)          |         |
| Critical Reflection<br>(Page 5)        |         |
| Policy review<br>(page 9)              |         |
| Critical Reflection<br>Group (page 10) |         |

Use the information from the Critical Reflection on Page 6 right hand column (Step 2 Change Practice) and policy review to complete this section. **We strongly suggest all educators complete their own Critical Reflection page so they can contribute to the QIP.**

Actions identified from critical reflection and other sections from the weekly material

| 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 plan HOW they are going to action the improvements they identified.**

**Week 27, 24 to 28 August 2020- Standard 3.1, Design**

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.



Educational Leader



Nominated Supervisor's NQS  
Self-Paced Learning Modules

MONDAY TO FRIDAY  
24 to 28 August 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

Checklist for Standard 3.1, Design, with a red arrow pointing to a specific section.

Then use the QIP entry  
from page 8

QIP entry form for Friday 28 August 2020, with a red arrow pointing to a specific 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 27, 24 to 28 August 2020- Standard 3.1, Design

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 3.1 Exceeding themes Practice

Please conduct this checklist and address issues that are identified

### Embedded Practice

|   |                           |                          |                          |
|---|---------------------------|--------------------------|--------------------------|
| Is there evidence you/all educators organise indoor and outdoor spaces, building, fixtures and fittings in a way that helps each child participate in all activities?   | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Is there evidence you/all educators use indoor and outdoor spaces flexibly and make sure the environment promotes children's learning and development?  | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Is there evidence all educators regularly contribute to cleaning and maintenance routines so buildings, equipment and environments are always safe and clean?   | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Are you confident all educators could explain to an assessor how the design of indoor and outdoor spaces, and the choice of furniture, equipment and resources, promotes each child's participation and engagement? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Are you confident all educators could explain to an assessor how the design and maintenance of the Service is consistent with the service philosophy, EYLF/MTOP and service policies and procedures?                | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |

### Critical Reflection

|  |                           |                          |                          |
|--|---------------------------|--------------------------|--------------------------|
| Is there evidence all educators regularly contribute to critical reflections about the safety, design and maintenance of the Service and consider how to improve children's participation and learning?                                      | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Is there evidence all educators respond to changes in the physical environment during the day so all children can continue to participate and learn?   | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Are you confident all educators could discuss with an assessor some of the theories which have influenced the design of the service and how these are consistent with the service philosophy, EYLF/MTOP and service policies and procedures? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Are you confident all educators can discuss with an assessor how the physical environment supports the needs and rights of every child at the service?   | <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 design and maintenance 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 you/all educators organise spaces 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 you/all educators consistently seek the views of your children and families about the design of service environments and include their ideas and priorities when making changes? | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| Is there evidence you/educators come up with innovative design ideas, especially in 'hard to use' spaces?  | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |

## Week 27, 24 to 28 August 2020- Standard 3.1, Design

Actions required to embed practice

|  |
|--|
|  |
|--|

**Week 27, 24 to 28 August 2020- Standard 3.1, Design**

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 we've already covered the Law and Regulations that apply to the elements in this Standard, you may wish to review [this video](#) about creating a visual aboriginal presence if you haven't already seen it on our Facebook Page. Could you display more aboriginal language (and artefacts etc) at your Service?

## 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 the [accrual of sick leave](#).

On 13 August 2020, the High Court handed down a decision about the method of accruing and taking paid personal/carer's leave under the National Employment Standards.

The High Court has clarified:

- the entitlement to 10 days of personal/carer's leave under the National Employment Standards is calculated based on an employee's ordinary hours of work, not working days
- 10 days of personal/carer's leave can be calculated as 1/26 of an employee's ordinary hours of work in a year.

The High Court's decision overturns a decision made by the Full Federal Court in August 2019.

## Week 27, 24 to 28 August 2020- Standard 3.1, Design