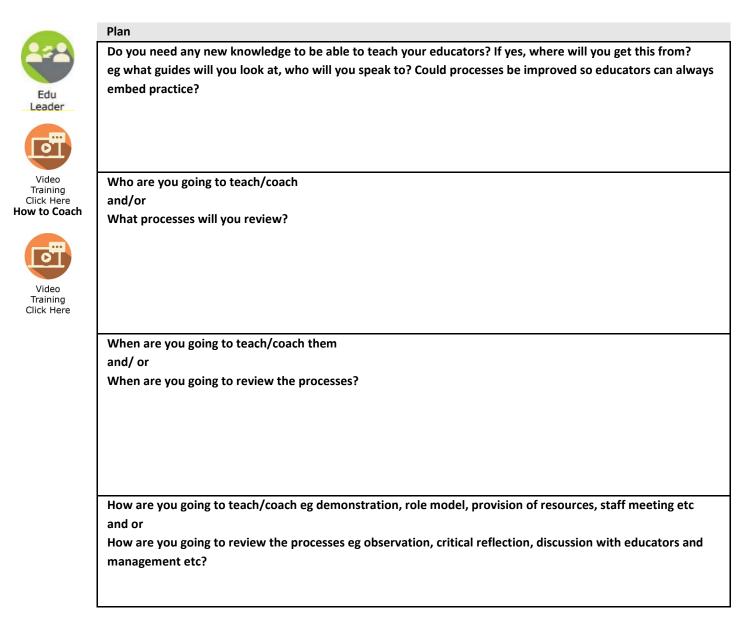


The checklist educators completed on Tuesday is based on the meeting indicators for Element 7.1.3. If all practices are not embedded then educators are not at the meeting standard. Use the checklist to identify any practice or knowledge gaps:

- Teach/coach those educators who have answered with a 'T'
- Talk with educators who have answered with a 'K' to find out why they don't always do that practice
- Make sure practice is truly embedded if they have answered with an 'E'



Next week we're looking at Standard 7.1 Governance. If you have any questions about this Standard, please email Matt <u>matt@centresupport.com.au</u> and we'll try to include answers in our weekly email on this page.

Week 35 2 November to 6 November 2020–7.1.3 Roles and Responsibilities

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Part 1 - Analysis of Centre Support To see a completed sample of these pages click here

Room or Group:

| Section | Comment |
|---------------------|---------|
| Goal | |
| (Page 1) | |
| Brainstorm | |
| (Page 1) | |
| Checklist | |
| (Page 2) | |
| 3 Meeting | |
| sentences | |
| (Page 3) | |
| Reg (if relevant) | |
| (Page 3) | |
| Critical Reflection | |
| (Page 5) | |
| Training Video | |
| (Page 6) | |
| Policy review | |
| (page 8) | |
| Critical Reflection | |
| Group (page 9) | |
| Optional | |

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 <u>all educators complete their own Critical Reflection page</u> 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 |
|-------|---------|----------|---|------------------|
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As Nominated Supervisor and Educational Leader, you need to help your educators to plan HOW they are going to action the improvements they identified.

Week 35 2 November to 6 November 2020–7.1.3 Roles and Responsibilities

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Part 2 - Detailed analysis of Centre Support. Comment and give feedback to your educators from 3 sections

| Use the bottom | |
|--|--|
| section from page 1 | |
| NQS Protessional Development Variant Transmission | |
| | |
| | |
| Then use the meeting | |
| sentences from page | |
| 4 | |
| | |
| <section-header></section-header> | |
| Then use the QIP | |
| entry from page 8 | |
| <section-header><section-header><section-header><image/><image/><image/><image/><image/><image/><image/><image/><text><text><text></text></text></text></section-header></section-header></section-header> | |
| | |

Last step – if no adjustments are required, copy directly into your QIP/Self-Assessment's strength section and display QIP/Self-Assessment so all educators can see how their valuable input creates these documents.

Week 35 2 November to 6 November 2020–7.1.3 Roles and Responsibilities

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