






How to use Centre Support video links.

| | Video 1 Element 2.2.1 overview | Video 2 Element 2.2.2 overview | Video 3 Element 2.2.3 overview |
|--|---|---|---|
| Click on the video icon on the left to see videos of educators and children changing their environment. Remember: Our material can be printed or used as a digital PDF copy and kept on your computer. |  Video Training Click Here |  Video Training Click Here |  Video Training Click Here |



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 2.2)
- 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"> 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. |
|--|--|



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 31, 5 October to 9 October 2020- Standard 2.2, Safety



Educational Leader



Nominated Supervisor's NQS
Self-Paced Learning Modules

MONDAY TO FRIDAY
5 October to 9 October 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) | |
| Checklist Theme 1 (Page 1) | |
| Checklist Theme 2 (Page 2) | |
| Checklist Theme 3 (Page 3) | |
| Critical Reflection (Page 5) | |
| Policy review (page 9) | |
| Critical Reflection 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 |
|-------|---------|----------|---|---------------|
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As Nominated Supervisor and Educational Leader, you need to help your educators plan HOW they are going to action the improvements they identified.

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Educational Leader



Nominated Supervisor's NQS
Self-Paced Learning Modules

MONDAY TO FRIDAY
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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 tables for recording observations. A red arrow points to the 'Quality of Learning Experiences' section.

Then use the QIP entry from page 8

The QIP entry includes a title, a description of the practice, and a list of indicators. A red arrow points to the 'Quality of Learning Experiences' indicator.

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.

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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 '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 2.2 Safety Exceeding themes Practice

Please conduct this checklist and address issues that are identified

Embedded Practice

Is there evidence educators effectively supervise children at all times, including taking into account their needs, and changes in the environment during the day? Yes No NA

Are you confident educators could discuss with an assessor how children's safety, including from a child protection viewpoint, influences everything they do, and how their practice is consistent with EYLF/MTOP and service philosophy? Yes No NA

Is there evidence educators proactively and continually manage risks to protect children from harm and hazard? Yes No NA

Is there evidence educators understand, regularly practice and help evaluate emergency drills? Yes No NA

Critical Reflection

Is there evidence educators regularly contribute to discussions and critical reflections about practices to support children's safety, including risk assessment and emergency management practices, and make changes as required? Yes No NA

Is there evidence educators contribute to discussions and critical reflections about all safety related incidents and support changed practices, policies and procedures where relevant? Yes No NA

Are you confident educators can explain how their safety practices are informed by current recognised guidance, information and laws, and how these are consistent with EYLF/MTOP and service policies and procedures? Yes No NA

Is there evidence educators contribute to team discussions on the social justice and equity effects of child safe practices to ensure the circumstances and rights of every child are met? Yes No NA

Is there evidence you ensure any change to the service's approach to child safety practices is understood by all and implemented appropriately? Yes No NA

Engagement with families and community

Is there evidence educators actively engage with families about their concerns and priorities for their children's safety? Yes No NA

Is there evidence educators actively discuss child safety issues with families and the community, including child protection? Yes No NA

Is there evidence educators consider different cultural influences on child safety issues, while always managing safety in line with best practice? Yes No NA

Is there evidence service child safety practices reflect the voices, priorities and strengths of the children and families at the service? Yes No NA

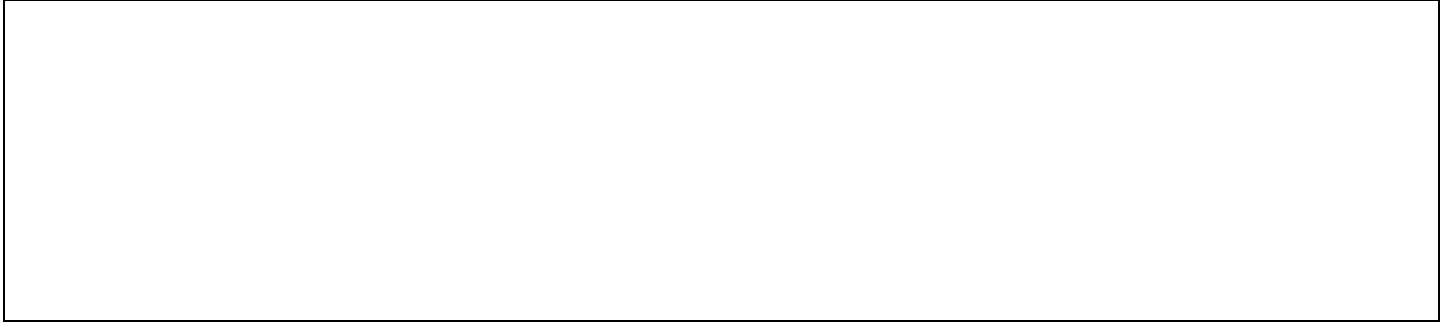
Do you build partnerships with relevant local community organisations that support child safety eg local community and emergency services? Yes No NA

Is there evidence child safety practices reflect the service environment and are changed to meet any changes in the environment during the year? Yes No NA

Actions required to embed practice

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Regulation section

As we've already covered the Law and Regulations that apply to the elements in this Standard, we've attached one of our resource templates which supports Standard 2.2 to this email. You may choose to use this template as part of your risk assessment processes.

Our Risk Benefit Assessment Template enables you to also weigh the benefits of an activity against the risks involved (as managed/controlled.)

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 [Workplace Privacy](#).

Fair Work Have Best Practice Guide 'Workplace Privacy' which explains privacy requirements in relation to employees. The Guide notes "Commonwealth privacy laws only apply to employee personal information if the information is used for something that is not directly related to the employment relationship between the employer and the employee. Nonetheless, best practice employers think carefully about any personal information that they have about their employees and treat that information in accordance with the privacy standards set out in the Australian Privacy Principles (APPs)."

Our Policy Package includes our Privacy and Confidentiality Policy which is based on the APPs in the Privacy Act 1988. The Policy explains how we will collect, hold and manage children's and families' personal information.

Personal information is information that identifies a person eg name, address, photos, bank account details etc. It's any information that means a person is reasonably identifiable.

This is something you need to consider when completing your QIP or SAT (Self-Assessment Tool.) Most information included in a QIP/SAT will describe events that children and families would be only too happy to share. We advise services to include names in their Strength/Improvement examples – (this helps educators discuss these events with assessors and helps validate the evidence) - but use first names only.

However, you must also consider whether the information you're including is allowing children and families to be identified in situations which are potentially sensitive and which they may not want to share publicly? Are there some examples in your QIP/SAT where you should not include names or other identifiable information and instead recount the event but say "please see NS to sight evidence or discuss further."

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