



<p>How to use Centre Support video links.</p>	<p>Video 1 In-depth discussion about Standard 1.1</p>	<p>Video 1 In-depth discussion about Standard 1.1</p>
<p>Click on the video icon on the right to watch an in-depth discussion about Standard 1.1. Remember: Our material can be printed or used as a digital PDF copy and kept on your computer.</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 1.1)
- 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"> 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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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 32, 12 October to 16 October 2020- Standard 1.1, Program



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

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
12 October to 16 October 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 screenshot shows a checklist with multiple rows and columns. A red arrow points to a specific row in the middle of the checklist.

Then use the QIP entry
from page 8

The screenshot shows a QIP entry with a header, a table with columns for 'What', 'Why', 'How', and 'When', and a section for 'Notes'. A red arrow points to the 'Notes' 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.

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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 1.1 Program Exceeding themes Practice

Please conduct this checklist and address issues that are identified

Embedded Practice

Is there evidence all educators collaborate with the Educational Leader to consistently plan curriculum, including daily routines, that maximise learning outcomes relating to identity, community connections, wellbeing, (learning) confidence and effective communication?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators collaborate with the Educational Leader to consistently plan curriculum based on each child's knowledge, strengths, ideas, culture, abilities and interests?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators consistently make decisions which encourage each child to achieve their learning and development potential?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident all educators could explain (eg to an assessor) how their curriculum decisions connect to EYLF/MTOP and the service philosophy?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Critical Reflection

Is there evidence all educators regularly contribute to discussions and critical reflections about the way they plan and implement curriculum, and make changes as required eg how to strengthen the program, better use routines to promote learning, include children's evolving knowledge, interests etc, better promote different cultures and reflect educational theories and philosophies?	<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 curriculum decision-making 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 all educators make curriculum decisions in ways that reflect the service's unique geographical, cultural and community environment?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence their curriculum decisions include the voices, priorities and strengths of children and families at the service?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators consistently engage with families and community members to better understand, include and share each child's knowledge, strengths, ideas, culture, abilities and interests?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators actively ask children for their views and ideas throughout the day and act on them wherever possible?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Actions required to embed practice

Week 32, 12 October to 16 October 2020- Standard 1.1, Program



Regulation section

Section 51(1)(b) Conditions on service approval (educational and developmental needs of children) Section 168 Offence relating to required programs Regulation 73 Educational program

The Approved Provider and Nominated Supervisor must ensure educators properly implement an approved learning framework (eg EYLF/MTOP) in a way that:

- is based on each child's needs, interests and experiences and
- assists and encourages children to achieve the framework's learning outcomes (which are the same as those in Reg 73).

Penalty: Section 51(1)(b) AP \$10,000 if a person or else \$50,000

Penalty: Section 168 AP \$4,000 if a person or else \$20,000 Penalty NS \$4,000

4.1.1 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 [Dispute Resolution](#)

Fair Work have a Best Practice Guide 'Effective Dispute Resolution'. The Guide advises the dispute resolution process should:

- be simple
- have appropriate stages so that matters can, wherever possible, be resolved at the workplace
- encourage parties to agree on a process that suits them if the dispute reaches the Fair Work Commission
- provide the Fair Work Commission with the necessary discretion and power to ensure settlement of the dispute if the dispute remains

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unresolved after the early stages of the dispute resolution procedure have been attempted.

Best practice dispute resolution outcomes should be:

- quick - the issues should be resolved quickly rather than allowing them to escalate
- fair - all relevant parties should be consulted
- handled sensitively - disputes should ideally be resolved in a confidential context to minimise the impact on unaffected employees
- transparent – all employees should be aware of the dispute resolution procedure.

[Children's Services Award 2010 - Clause 9 Dispute Resolution \(abridged version\)](#) [Educational Services \(Teachers\) Award 2010 – Clause 9 Dispute Resolution](#)

9.2 The parties...must first try to resolve the dispute at the workplace through discussion between the employee or employees concerned and the relevant supervisor.

9.3 If the dispute is not resolved...the parties ...must then try to resolve it in a timely manner at the workplace through discussion between the employee or employees concerned and more senior levels of management...

9.4 If the dispute is unable to be resolved at the workplace and all appropriate steps have been taken..., a party to the dispute may refer it to the Fair Work Commission.

9.5 The parties may agree on the process to be followed by the ...Commission ..., including mediation, conciliation and consent arbitration.

9.6 If the dispute remains unresolved, the... Commission may use any method of dispute resolution that it is permitted ...and that it considers appropriate...

9.7 A party to the dispute may appoint a person, organisation or association to support and/or represent them ...

9.8 While procedures are being followed ...:

(a) work must continue...and

(b) an employee must not unreasonably fail to comply with any direction given by the employer about performing work..