



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



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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/Self-Assessment contributions and display them.



Complete QIP

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/Self-Assessment Improvement section
- Tuesday sentences that explain how they're meeting example indicators. Decide whether to include as a QIP/Self-Assessment strength
- Wednesday reflection leading to changed practices. Decide whether to include in QIP Improvement section
- Friday QIP/Self-Assessment strength writing which includes how they're exceeding the element. Decide whether to include as a QIP/Self-Assessment meeting or exceeding strength.



40 Week QIP Template
Click here to download

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



2020 Weekly learning activities
Click here to download

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



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	<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 33 19 October to 23 October 2020– 7.1.1 Service Philosophy and Purpose



Educational Leader



Nominated Supervisor's NQS
Self-Paced Learning Modules

MONDAY TO FRIDAY
19 October to 23 October 2020

Part 2 - Detailed analysis of Centre Support. Comment and give feedback to your educators from 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/Self-Assessment’s strength section and display QIP/Self-Assessment so all educators can see how their valuable input creates these documents.

Week 33 19 October to 23 October 2020– 7.1.1 Service Philosophy and Purpose

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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 7.1.1. 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.

NQS 7.1.1 Service philosophy and purpose

Please conduct this checklist and address issues that are identified

Access and Content

Do all employees know where to find the service philosophy?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Can all employees discuss what is in the service philosophy eg with families or an authorised officer?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Does the philosophy include the values and practices that are important for your service eg equity and inclusion?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you/employees regularly reflect on the philosophy to ensure it aligns with current priorities and approaches to practice (eg every six months)?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Can you and all educators/employees explain how the philosophy	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
<ul style="list-style-type: none"> • guides their curriculum planning and evaluation? 	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
<ul style="list-style-type: none"> • guides the decisions they make every day at the service? 	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
<ul style="list-style-type: none"> • guides their relationships with children and families? 	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
<ul style="list-style-type: none"> • supports the principles and practices of the EYLF/MTOP? 	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
<ul style="list-style-type: none"> • supports the NQS and our goal of continuous improvement? 	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
<ul style="list-style-type: none"> • aligns with the service current priorities and approaches to practice? 	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
<ul style="list-style-type: none"> • reflects the guiding principles of the National Law: <ul style="list-style-type: none"> ○ rights and best interests of child paramount ○ children are successful, competent and capable ○ equity, inclusion and diversity apply ○ Indigenous culture valued ○ parents and families respected and supported ○ best practice provided 	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is the philosophy included in staff induction procedures?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is the philosophy included in the enrolment procedure?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Consultation

Is the philosophy referred to during staff meetings where relevant?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is the philosophy displayed where families can easily see it?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you include families in the development and review of the philosophy?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you include employees in the development and review of the philosophy?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Week 33 19 October to 23 October 2020– 7.1.1 Service Philosophy and Purpose

Actions required to embed practice

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Law and Regulations

There are no specific ECEC Laws or Regulations related to Element 7.1.1 Service Philosophy and Purpose.

This week we look at a strategy which may make it easier to write your QIP or Self-Assessment Tool (SAT). We've broken the strategy down into several steps:

1. Rewrite an NQS Element into simpler/clearer English

You need to understand exactly what the Element is about. Refer to the information and indicators/questions for the element in the NQS Guide.

2. Use what you've written for the new element to **write a few questions** you should be able to answer if asked by the assessor.
3. **Answer the questions** clearly and simply using examples and evidence.
4. **Transfer the information** to the strength section of your QIP or SAT.

EXAMPLE

We'll use this week's element 7.1.1 'A statement of philosophy guides all aspects of the service's operations' as an example.

Original Element 7.1.1 Service philosophy and purpose - A statement of philosophy guides all aspects of the service's operations

1. Rewrite Element 7.1.1 into simpler/clearer English

Educators and staff regularly refer to and reflect on the philosophy to ensure service and teaching practice is consistent with the philosophy. Changes are made where required.

2. Use what you've written for the new element to **write a few questions** you should be able to answer if asked by the assessor.

Can you give me an example of when educators used the philosophy to guide their practice?

Our philosophy talks about ensuring all children can participate in our activities. We have a child who has Sensory processing Disorder and dislikes the touch of many materials. Educators have gradually introduced him to various textures and sensations using one of his particular interests – dinosaurs, which encourages him to participate and try new experiences.

Can you explain the values in your philosophy?

Our philosophy is based on the values of safety, equity, inclusion, meeting the needs of our children and families and continuous improvement.

Tell me about some of the policies, procedures and practices that include the values in your philosophy.

We have many including our Additional Needs Policy, Child Protection Policy, our Medical Policies and procedures, Relationships with Children Policy, our regular parent information nights, our referral processes with community support agencies and our reflection practices.

Can you explain how families and educators are included in reviewing the philosophy?

We include reflection and review of the philosophy as an item on our staff meeting agenda every 6 months. A month prior to our staff meeting we ask families for their input via Facebook groups and an email. Family responses are considered at our staff meeting.

Can you explain changes you've made to the philosophy and why they were made?

We shortened our philosophy so that it simply and clearly conveys what we see as the essential values and goals we believe are the basis for running a quality service. Feedback from families and staff indicated the philosophy was too long and confusing. Now we find staff in particular are more willing to engage with the philosophy and suggest changes if required.

Week 33 19 October to 23 October 2020– 7.1.1 Service Philosophy and Purpose

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 [Consultation and Cooperation in the Workplace](#).

Every modern award contains a standard consultation clause requiring employers to consult with employees and their representatives where the employer:

- intends to implement significant changes that are likely to have significant effects on employees (eg major changes in organisation, structure or technology), or
- proposes to change an employee's regular roster or ordinary hours of work (other than a casual employee).

See for example:

1. [Children's Services Award 2010](#)

Clause 8 Consultation about major workplace change

Clause 8A Consultation about changes to rosters or hours of work

2. [Education Services \(Teachers\) Award 2020](#)

Clause 29 Consultation about major workplace change

Clause 30 Consultation about changes to rosters or hours of work

In these cases employers must:

- notify employees and their representatives (if any) who may be affected
- discuss the changes with the affected employees and their representatives, and provide information in writing to them as soon as possible after a definite decision has been made about:
 - the nature of the changes
 - effects the changes are likely to have on employees
 - measures to prevent or reduce the adverse effects of the changes on employees

- promptly consider matters raised by the employees and their representatives in relation to the changes.

Note an employer does not have to obtain the consent of employees or their representatives to implement the changes.

In addition to matters where consultation is mandatory, you should consult with employees on workplace issues that may impact their welfare and productivity.

Consultation may be through:

- employer/employee committees
- regular staff meetings
- regular performance and training reviews
- regular written communications
- encouragement of employee feedback on business and administrative decisions.

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