



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



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/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



Video Training
Click Here

	<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.
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Week 37 16 November to 20 November 2020– 6.2.1 Transitions



Educational Leader



Nominated Supervisor's NQS
Self-Paced Learning Modules

MONDAY TO FRIDAY
16 to 20 November 2020

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) <i>Optional</i>	

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 all educators complete their own Critical Reflection page 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


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 37 16 November to 20 November 2020– 6.2.1 Transitions

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.



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 37 16 November to 20 November 2020– 6.2.1 Transitions

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 '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 6.2.1. 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 6.2.1 Transitions

Please conduct this checklist and address issues that are identified

Staffing

Does the roster allow children to develop close relationships with one or two familiar educators?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you consider continuity of education and care when making staff changes?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you tell families as soon as possible about short and long term staff absences/changes (preferably before these happen)?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you source relief staff from a pool of familiar casuals?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Practices General

Do you share information which supports children's continuity of education and care with educators (while respecting families' privacy if required)?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are there documented procedures to ensure all children are supported, and safely transition from one activity routine or area to another, including excursions and to and from school?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there a documented procedure if a child is missing from the school pick up point in the afternoon?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there a documented procedure to ensure families advise children are not attending, and educators know children they will not be present during transitions to and from school?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Transition to School Practices

Do you provide families with information about local schools and their expectations, enrolment and orientation process?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you work collaboratively with schools and the executive staff to support children and smooth transitions between schools and the service?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you work with families to support children's attendance at extracurricular activities?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Actions required to embed practice

Week 37 16 November to 20 November 2020– 6.2.1 Transitions



Law and Regulations

Law section 175 Offence relating to requirement to keep enrolment and other documents

(1) An approved provider of an education and care service must keep the prescribed documents available for inspection by an authorised officer in accordance with this section. **Penalty:** \$4000, in the case of an individual. \$20 000, in any other case.

(2) Documents referred to in subsection (1)— (a) must, to the extent practicable, be kept at the education and care service premises if they relate to— (i) the operation of the service; or (ii) any staff member employed or engaged by the service; or (iii) any child cared for, or educated at, those premises— in the previous 12 months; and (b) in any other case, must be kept at a place, and in a manner, that they are readily accessible by an authorised officer.

Regulation 177 Prescribed enrolment and other documents to be kept by approved provider (as it relates to Element 6.2.1 only)

(1) For the purposes of section 175(1) of the Law, the following documents are prescribed in relation to each education and care service operated by the approved provider—

(a) the documentation of child assessments or evaluations for delivery of the educational program as set out in regulation 74;

(l) child enrolment records as set out in regulation 160

(2) The approved provider of the education and care service must take reasonable steps to ensure the documents referred to in subregulation (1) are accurate. **Penalty:** \$2000.

(3) Subject to Subdivision 4, the approved provider of the education and care service must ensure that—
(a) subject to subregulation (4), the documents referred to in subregulation (1) in relation to a child enrolled at the service are made available to a parent of the child on request; **Penalty:** \$2000.

(4) If a parent's access to information of the kind in the documents referred to in subregulation (1) is limited by an order of a court, the approved provider must refer to the court order in relation to the release of information concerning the child to that parent.

Who has to do what?

The Approved Provider must keep all records required under the Regulations (including enrolment records and learning assessments) available for inspection by an authorised officer. If the records cover service operations in the previous 12 months, or staff and children at the service in the previous 12 months, they should be kept at the service. The Approved Provider must make sure all documents are accurate and (copies) given to parents who ask to see them (unless a Court Order prohibits this).

Week 37 16 November to 20 November 2020– 6.2.1 Transitions

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.

Changes to the [Children's Services Award](#)

The Fair Work Commission has issued a determination to vary the Children's Services Award. The changes apply from the first full pay period starting on or after 1 November 2020.

Changes affect:

- rostering
- non-contact time for educational leaders
- providing hats and sunscreen.

Rostering

Employees and employers can agree to make changes to rosters, or changes to a part-time employee's pattern of work. Employers still need to record these agreements in writing, but this can now be done digitally, including via text message or email. See clauses 10.4 (d) and 21.7 (b)

Non-contact time for educational leaders

Educational leaders with programming responsibilities now get 2 hours of non-contact time per week. This is on top of the 2 hours of non-contact time already in the award for employees preparing, implementing or evaluating developmental programs. See clause 21.5(a) and 21.5(b).

Hats and sunscreen

The list of protective clothing and equipment that employers need to supply or reimburse their staff for now includes hats and sunscreen lotion. The reimbursement is limited to reasonable costs incurred by the employee. See clause 15.2(c).

Week 37 16 November to 20 November 2020– 6.2.1 Transitions

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.