

Looking for a flexible training solution?

At the Australian Community Education College, we're all about flexibility. We know that different training options suit different people.

Traineeships and Recognition of Prior Learning are great ways to meet the new legislation. There are considerable State and Federal Government financial incentives available to centres which are willing to employ a trainee and give them the opportunity to study while working. The Australian Community Education College (ACEC) provides nationally recognised training to the Children's Services sector. Our training focuses on workplace practices which are already in place.

Alternatively, ACEC can assess your team members, and based on their experience may be able to provide a qualification through the process of

Recognition of Prior Learning, or RPL. The process is a simple one and in most cases no study is required. Various levels of support are available for the RPL process.

The team at ACEC are available now to help you find the right solution for your training needs.

Call the ACEC helpdesk now to discuss your needs. Let us help you find the right training solution.

1300 363 954

admin@acec.edu.au



What are our clients saying?

"I recommend ACEC because the training they offer is different. By integrating training work with the day to day work of Educators, the time pressures of study are minimised and the training outcomes are maximised. For a Children's Service to exceed it needs high quality staff, and that's just what training with ACEC delivers." Alisa Hough - Early Childhood Educator, Toowoomba Qld.

"I really wish ACEC had been around when I was doing my Diploma. My trainees are so competent and already running their rooms. Even with all my experience as a Director, I'm learning things by helping my trainees with their work. I'll definitely be using ACEC in the future; the benefits for my centre are so much more than the training." Jenny, Nominated Supervisor, Ekidna ELC.

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Australian Community
education college



www.facebook.com/AustralianCommunityEducationCollege

1300 363 954 or admin@acec.edu.au



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 7.1)
- 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

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 36, 9 November to 13 November 2020- Standard 7.1, Governance



Educational Leader



Nominated Supervisor's NQS
Self-Paced Learning Modules

MONDAY TO FRIDAY
9 to 13 November 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

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
9 to 13 November 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 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, and a list of actions. A red arrow points to the 'Quality of Learning Experiences' section of the QIP entry.

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 7.1 Governance Exceeding Themes Practice

Please conduct this checklist and address issues that are identified

Embedded Practice

Can you give examples of governance arrangements and admin systems that consistently support high quality outcomes and continuous improvement?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Can you discuss (eg with an assessor) some of the management systems and decision-making processes at the service that promote risk management and continuous improvement eg recruitment practices, complaint procedures, incident procedures and supervision practices?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Can you discuss (eg with an assessor) how the service philosophy influences your daily practices and service operations, how it was developed and how and when it's reviewed?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Can you describe how the philosophy promotes the guiding principles of the National Law (Section 3: ensure children's rights and best interests, ensure children are successful, capable and competent learners, reflect principles of equity, inclusion and diversity, value Indigenous cultures, support parents/families, implement best practice)	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Can you explain how recruitment and retention practices reflect the diversity of the local community?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Can you discuss (eg with an assessor) your role and responsibilities in relation to children, families, staff and service procedures?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident governance and admin practices are consistent with your written policies, procedures and records?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Critical Reflection

Is there evidence you regularly contribute to critical reflections about the service philosophy to ensure it meets current service priorities and values, and make changes where required?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence you regularly participate in reviews of systems, policies and procedures to ensure they meet current needs, are adjusted as required based on identified risks or past incidents, and reflect best practice approaches?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Can you discuss (eg with an assessor) how governance and decision-making processes are consistent with professional standards and promote continuous improvement?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence you encourage all staff to suggest ways to strengthen governance and admin systems, and implement sensible/valid ideas?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence you collaborate with people who may be affected prior to implementing changes, including explaining the need for change?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence you ensure any change to governance practices 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 governance practices reflect the service's unique geographical, cultural and community environment?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
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Is there evidence you consider the priorities and voices of children and families when developing and implementing governance practices?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence you encourage families and community members to review and provide feedback on the service philosophy, policies and procedures, governance and admin systems?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence you help families and community members to understand how they can provide feedback, and the role and responsibilities different staff members have?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence governance and admin systems help children and families feel valued and included?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Actions required to embed practice

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Regulation section

As we've covered all the Regulations which apply to the elements in Standard 7.1 in previous weeks, this week it's worth mentioning the '[First Nations Bedtime Stories Challenge](#)' which runs from 16-20 November. During this week one film recounting an Indigenous story will be published each day. Supporting resources are free, including one for early childhood services. There is an optional fundraising challenge.

The annual Challenge gives non-Indigenous Australians the opportunity to hear cultural stories from First Nations people, and ensures their stories, traditionally passed down through oral story-telling, are not lost.

4.7.1 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 [Redundancy](#).

Redundancy happens when an employer either becomes insolvent/bankrupt or doesn't need an employee's job to be done by anyone, for example because:

- there's new technology to do the job
- there's lower sales/production/service requirements
- the business closes or relocates interstate/overseas
- the business is restructured due to a merger/takeover.

A genuine redundancy is when:

- the person's job doesn't need to be done by anyone else
- the employer followed any consultation requirements in the award

- the employer couldn't have reasonably, in the circumstances, given the employee another job within the business.

When an employee's dismissal is a genuine redundancy the employee can't make an unfair dismissal claim.

Consultation requirements in the [Children's Services Award 2010 \(Clause 8\)](#) and the [Educational Services \(Teachers\) Award 2020 \(Clause 29\)](#) include:

- notifying the employees who may be affected by the proposed changes
- providing the employees with information about these changes and their expected effects
- discussing steps taken to avoid and minimise negative effects on the employees
- considering employees ideas or suggestions about the changes.

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