



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



Video Training
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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 38 23 November to 27 November 2020– 6.2.2 Access and Participation



Educational Leader



Nominated Supervisor's NQS
Self-Paced Learning Modules

MONDAY TO FRIDAY
23 to 27 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 38 23 November to 27 November 2020– 6.2.2 Access and Participation



Educational Leader



Nominated Supervisor's NQS
Self-Paced Learning Modules

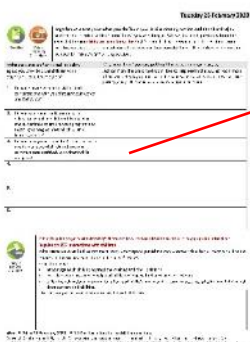
MONDAY TO FRIDAY
23 to 27 November 2020

Part 2 - Detailed analysis of Centre Support. Comment and give feedback to your educators from 3 sections

Use the bottom section from page 1



Then use the meeting sentences from page 4



Then use the QIP entry from page 8



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 38 23 November to 27 November 2020– 6.2.2 Access and Participation

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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 6.2.2. 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 6.2.2 Access and Participation

Please conduct this checklist and address issues that are identified

Inclusion

Do you/educators promote equity, inclusion and diversity and challenge stereotypes (if no you're breaching Sect 3 of the National Law)?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Does the service philosophy guide the access, inclusion and participation of every child?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is the family information area clean, tidy and full of current information about local parenting and support services?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is someone responsible for regularly maintaining the family information area?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you purchase/source resources that promote diversity rather than stereotypes or traditional gender roles, and which include the diversity in your families and community?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you share relevant information about each child with the Educational Leader, Room-Group Leaders and educators?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you regularly observe what's happening in children's rooms/groups to ensure each child is included and activities/environments adjusted where needed?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you provide opportunities for families to contribute to their child's learning and wellbeing eg through parent/teacher nights, information nights	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you always see how you can support the enrolment of children with additional needs rather than turning them away?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you discuss support options with the families of children with additional needs?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Have you developed professional relationships with local community members and organisations to enhance each child's wellbeing and participation, including those with additional needs eg child protection, early childhood, cultural, family agencies and health professionals?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you contact your Inclusion Support Agency for help when you have a child with additional needs eg to write Strategic Inclusion Plan for support/funding?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you organise professional development for educators in areas needed to support children with additional needs?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you keep written records of actions taken to support the inclusion of children with additional needs eg minutes of meetings with specialists, support plans etc?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Actions required to embed practice

Week 38 23 November to 27 November 2020– 6.2.2 Access and Participation



Law and Regulations

Law section 3(3) Objectives and guiding principles

The guiding principles of the national quality framework are as follows

- (a) that the rights and best interests of the child are paramount;
- (b) that children are successful, competent and capable learners;
- (c) that the principles of equity, inclusion and diversity underlie this Law;
- (d) that Australia's Aboriginal and Torres Strait Islander cultures are valued;
- (e) that the role of parents and families is respected and supported;
- (f) that best practice is expected in the provision of education and care services.

Who has to do what?

All managers, educators and staff **must** consistently implement practices which promote equity, inclusion and diversity.

Policy Covered this Week

We are reviewing the Additional Needs Policy. We have not changed this Policy within the last 12 months.

Week 38 23 November to 27 November 2020– 6.2.2 Access and Participation

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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 Directions to take annual leave over Christmas/New Year ([Children's Services Award](#))

Under the Children's Services Award employees can be directed to take annual leave during a shut down over Christmas Clause 24.4.

If an employee doesn't have enough leave to cover this shut down, they will have to:

- take all of their accrued paid leave
- take unpaid leave for a maximum of 4 weeks or
- agree with their employer to take annual leave either wholly or partly in advance.

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