



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 39 30 November to 4 December 2020– 6.2.3 Community Engagement.



Educational Leader



Nominated Supervisor's NQS
Self-Paced Learning Modules

MONDAY TO FRIDAY
30 November to 4 December
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 39 30 November to 4 December 2020– 6.2.3 Community Engagement.

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Educational Leader



Nominated Supervisor's NQS
Self-Paced Learning Modules

MONDAY TO FRIDAY
30 November to 4 December
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 39 30 November to 4 December 2020– 6.2.3 Community Engagement.

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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 6.2.3. 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 6.2.3 Community engagement

Please conduct this checklist and address issues that are identified

Building Connections and Engaging with Your Community

Do you support educators in organising excursions to community organisations, local businesses (eg nursery, panel beaters) and families' workplaces where possible?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you ensure educators use excursions to promote children's learning and develop professional relationships with community members eg through the use of lesson plans, learning documentation, and certificates of thanks to place visited?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you liaise with local business and services (eg health, parenting and support services) to help educators and families engage with their community?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you ensure the family library is well stocked with current information about community resources and other professionals eg medical and parenting services/groups, libraries, extracurricular activities like music and sport?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you share information about community events with families?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you support educators in involving local community members, including Indigenous Elders, in curriculum activities?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you check the curriculum reflects the diversity of the local community eg cultural backgrounds, family structures, occupations?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you ensure service images, books and resources reflect the diversity of the local community?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you encourage and support educators to learn more about their families' culture eg through discussions with families?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you invite families to discuss their job and/or interests with children?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Actions required to embed practice

Week 39 30 November to 4 December 2020– 6.2.3 Community Engagement.



Law and Regulations

Regulation 4 Definition of regular outing

means a walk, drive or trip to and from a destination

- (a) that the service visits regularly as part of its educational program; and
- (b) where the circumstances relevant to the risk assessment are **substantially** the same on each outing

Regulation 100 Risk assessment must be conducted before excursion

(1) and (2) The approved provider and nominated supervisor ... must ensure a risk assessment is carried out in accordance with regulation 101 before an authorisation referred to in regulation 102(4) is sought for an excursion.

Penalty: \$2000.

- (4) A risk assessment is not required ... if
 - (a) the excursion is a regular outing; and
 - (b) a risk assessment has been conducted for the excursion; and
 - (c) that risk assessment has been conducted not more than 12 months before the excursion is to occur.

Regulation 101 Conduct of risk assessment for excursion

- (1) A risk assessment for an excursion must—
 - (a) identify and assess risks that the excursion may pose to the safety, health or wellbeing of any child being taken on the excursion; and
 - (b) specify how the identified risks will be managed and minimised. See Reg or Excursion Policy for what the Risk assessment must include

Regulation 102 Authorisation for Excursions

(1) and (2) The approved provider and nominated supervisor must ensure that a child being educated and cared for by the service is not taken outside the ... service premises on an excursion unless written authorisation has been provided under sub-regulation (4).

Penalty: \$1000. See Reg or Excursion Policy for what the Risk assessment must include

Who has to do what?

The approved provider and nominated supervisor must ensure a risk assessment which includes all the requirements of Reg 101 is completed, then authorisation which includes all the requirements of Reg 102 obtained from parents, before any child is taken on an excursion.

Policy Covered this Week

We are reviewing the Transportation Policy. We emailed a new Transportation Policy to customers on 24 September 2020.

Week 39 30 November to 4 December 2020– 6.2.3 Community Engagement.

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 [Employment Contracts](#)

An employment contract is an agreement between an employer and employee that sets out terms and conditions of employment. A contract can be in writing or verbal.

An employment contract cannot provide for less than the legal minimum set out in:

- the National Employment Standards (NES)
- awards, enterprise agreements or other registered agreements that may apply.

All employees are covered by the NES, regardless of whether they've signed a contract.

You can check minimum award rates with Fair Work's [Pay Calculator](#) and Fair Work can give advice about the legal minimums in an employment contract. They have generic employment contract templates available [here](#)

Week 39 30 November to 4 December 2020– 6.2.3 Community Engagement.

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