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 6.2)
- 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 40, 7 to 11 December 2020- Standard 6.2, Collaborative Partnerships

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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Analysis of Centre Support - P<u>art 2</u>, comment and give feedback to your educators from the 3 sections

Use the checklist from page 2,3, 4	
Then use the QIP entry from page 8	

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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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 6.2 Collaborative Partnerships Exceeding Themes Practice
Please conduct this checklist and address issues that are identified

Embedded Practice			
Is there evidence all educators establish and maintain links/relationships with community members and organisations to strengthen children's learning, wellbeing and participation?	○ Yes	○ No	○ NA
Is there evidence all educators consistently help organise inclusion support where required so each child can fully participate?	○ Yes	○ No	○ NA
Is there evidence all educators consistently share information and collaborate with families, staff and other relevant people to promote children's continuity of learning and ensure effective transitions?	○ Yes	○ No	○ NA
Critical Reflection			
Is there evidence you and all educators regularly contribute to critical reflections about collaborative partnerships, taking into account current recognised guidance on effective collaboration and personal, professional and organisation values?	○ Yes	○ No	○ NA
Is there evidence all educators often look for new links/relationships to support children's learning, wellbeing and inclusion?	○ Yes	○ No	○ NA
Are you confident all educators can discuss how their community connections, inclusion support and transition practices are consistent with EYLF/MTOP and service policies and procedures?	○ Yes	○ No	○ NA
Are you confident all educators can discuss how their inclusion support and transition practices consider the rights and circumstances of each child (social justice and equity)?	○ Yes	○ No	○ NA
Are you confident all educators can discuss how they ensure their biases don't impact children and families?	○ Yes	○ No	○ NA
Are you confident all educators can discuss how they challenge stereotypes (eg about cultures and genders) and promote different cultures in positive ways eg through connections with local Elders?	○ Yes	○ No	○ NA
Is there evidence you ensure any change to collaborative partnerships is understood by all and implemented appropriately?	○ Yes	○ No	○ NA
Engagement with families and community			
Is there evidence your collaborative partnerships reflect the unique geographical, cultural and community environment?	○ Yes	○ No	○ NA
Is there evidence your collaborative partnerships reflect the priorities and voices of children and families?	○ Yes	○ No	○ NA
Is there evidence all educators help families access relevant community services, including those which support children's changing needs and inclusion, whether or not they directly ask for help?	○ Yes	○ No	○ NA
Is there evidence you're committed to building and maintaining effective community partnerships, including with local Elders?	○ Yes	○ No	○ NA

Week 40, 7 to 11 December 2020- Standard 6.2, Collaborative Partnerships

Actions required to embed practice

Nominated Supervisor's NQS
Self-Paced Learning Modules

Regulation section

As we've covered all the Regulations which apply to the elements in Standard 6.2 in previous weeks, this week we're highlighting new guidelines issued by the World Health Organisation (WHO) on the development and wellbeing of 0-3 year olds. As this article discusses, there's been a move towards the science that proves children need warm, loving care. Consider sharing this with the Educational Leader and educators. While OSHC educators may not be caring for this age group, this information will help them support families with children this age. Here are some highlights from the article:

- "to support kids, we must support their caregivers, because their love and care is what children really need to thrive."

- This is "a dramatic shift from focusing on what young children need in order to survive—calories and medicine—to the science which proves that, as much as food, they need consistent, warm, loving care."

- "The new WHO guidelines could help convince donors that their money would be well-spent on more holistic programs that target children's development and environment"

- "Reach Up, …targeted underprivileged kids between 9 months and 2 years …, some of whom suffered from stunting and malnutrition…The researchers compared groups who received nutritional supplements, social stimulation, or a combination of the two. Only the children who received both nutrition supplements and social stimulation caught up to their non-stunted peers on developmental indicators… Twenty years later, the groups that received social stimulation had higher IQs and educational achievement, and better mental health and socio-emotional skills, than those who received only the supplements. There was no effect on the kids who received only nutrition supplements after they turned seven."

- "Today… it's accepted that "if what you care about is human capital and cognitive development outcomes, then the very serious thing to be doing is talking, singing, playing, telling stories"…"And that's

as essential, if not more essential than [a] good diet."

4.6.2 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. In our final week for this year we're providing a list of the Best Practice Guides, Fact Sheets and Templates currently available on the Fair Work website.

Fair Work Best Practice Guides

Fair Work best practice guides cover the following topics. Each guide has a checklist to help achieve best practice.

- Work and family
- The right to request flexible working arrangements
- Consultation and cooperation in the workplace
- Use of individual flexibility arrangements
- A guide for young workers
- An employer's guide to employing young workers
- Gender pay equity
- Small business and the Fair Work Act
- Workplace privacy
- Managing underperformance
- Effective dispute resolution
- Improving workplace productivity through bargaining
- Parental leave

Fair Work Fact Sheets

Minimum Workplace Entitlements

- Introduction to the National Employment Standards
- Annual leave
- Community service leave
- Contractors and employees - what's the difference
- Ending employment
- Fair Work Information Statement
- Long service leave
- Maximum weekly hours
- Minimum wages
- Modern awards
- Notice of termination and redundancy pay
- Parental leave and related entitlements
- Personal leave, compassionate leave and family and domestic violence leave
- Powers of Fair Work Inspectors
- Protections at work
- Public holidays
- Record-keeping and pay slips
- Requests for flexible working arrangements
- Student placements
- Workplace discrimination
- 457 Visa holders - workplace rights and entitlements.

Rights and Obligations

- 457 visa holders - workplace rights and entitlements
- Contractors and employees - what's the difference
- Defence reservists - rights and responsibilities at work
- Employment conditions during natural disasters and emergencies
- Industrial action
- International students
- Non-compliance with unfair dismissal orders
- On-hire employees services - workplace obligations
- Protections at work
- Record keeping and pay slips

- Right of entry
- Visa holders and migrant workers - workplace rights and entitlements
- When businesses change hands
- Workplace discrimination

Unpaid Work

- Student placements
- Unpaid work

Fair Work Templates

Employing staff

Downloadable templates
- Job advertisement template
- Job description template
- Telephone screening form
- Reference checking form
- Letter of engagement - casual employee
- Letter of engagement - full-time and part-time employees
- Notice to unsuccessful applicants
- Starting a new job checklist
- Induction checklist

Pay slips and record-keeping

Interactive templates
- Request for records

Downloadable templates
- Pay slip template
- Weekly time and wage records template
- Record of employee details
- Staff meeting records template

Hours of work

Interactive templates
- Agreement to take annual leave in advance
- Casual conversion
- Notice of requirement to take annual leave

Downloadable templates
- Part-time hours of work agreement or variation
- Full-time hours of work variation
- Leave application form

- Roster template
- Timesheet template
- Notice of requirement to take annual leave for close down
- Direction to take excessive annual leave
- Agreement to cash out annual leave
- Agreement to annual leave in advance

Balancing work and family

Downloadable templates
- Request for flexible working arrangements
- Request for flexible working arrangements - Example letters
- Response to a request for flexible working arrangements
- Parental leave request
- Application to vary parental leave - within first 12 months
- Application to extend parental leave - beyond 12 months
- Parental leave extension - approval
- Parental leave extension - refusal

Managing performance

Interactive templates
- End of probation letter template

Downloadable templates
- Setting up a performance system checklist
- Performance agreement template
- Performance review discussion plan
- Successful probation letter
- Unsuccessful probation letter

Managing underperformance

Interactive templates
- Warning letter template

Downloadable templates
- Managing underperformance – initial steps checklist
- Managing underperformance – formal steps checklist
- Performance improvement plan
- Underperformance meeting plan
- First warning letter

- Final warning letter

Ending employment

Interactive templates
- Letter of resignation template

Downloadable templates
- Termination of employment letter
- Termination of employment letter - serious misconduct
- Termination of employment letter - redundancy

Week 27, 24 to 28 August 2020- Standard 6.2, Design