

Brainstorming what
parent/educator
interactions are useful/
important for!

Look at what they
are doing instead and
why. Acknowledge the importance
of interactions with families and
evaluate this at meetings

Identify what is the goal
you want to achieve and set
about organising staffing, jobs
and the run of the morning /
day around that!

How can we ensure that
educators are engaged in the morning
routine with parents and children?

Put someone in the role of
meet and greet and
change the person around

Learn by using it, we use
EYLF & NQS documents everyday in
our learning stories, day book and on
NQS improvement sheets

Break it up into smaller more
manageable parts
Make it relevant to the next meeting

We provide opportunities for
educators to spend time
engaging with the documentation
and at fortnightly team meetings

Encourage them to use
some of their programming
time for reading rather than just
portfolio work

How do we motivate educators to read?

We encourage mentoring of
team members through trained
To cert III
Info on the toilet wall
Make it meaningful to
individuals

Director/2IC gives feedback via
Monthly reviews of the
programme and written
Documentation

We encourage all
educators to "bring back"
information and readings to
team meetings for reflection
and discussion

What if an Assessor asks questions I don't know the answer to?

Let your staff know that it is OK to say to an Assessor "I just need to think about that, can I get back to you"

Practise with your educators how to say how the philosophy links to your everyday practise

Breath, relax, say you don't know- explain why and suggest who maybe able to answer it- IN MORE DETAIL!

Slow down and think;
"We do it so I can talk about it"
Talk about what you do, expectations relevant to Quals- you don't need the jargon

Practise with staff by putting up sheets with questions on it
Educators can add their thoughts throughout the day