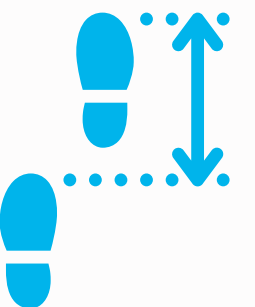




# EMPOWERED ED WORKSHOP

SLIDE GUIDE FOR MEMBER HUB

**5 Stepping Stones Educators  
can Use to Reach Exceeding  
Without Focusing **ONLY**  
on Documentation**



With Jodie Clarke – The Empowered Educator

# WELCOME TO YOUR EMPOWERED ED COMMUNITY!

Hi there, I'm Jodie!



## A Little About Me

I enjoy supporting early childhood educators around the world through my training sessions, blog posts, digital resources and **private educator Member Hub** to feel more confident in their role no matter their level of experience or the area of early learning they are currently working in!

.....

I have worked in the early childhood and community services profession for over 35 years so I know what it's like to be in the trenches without the support, time and step by step guidance you need. As busy (& underpaid!) educators we don't have time for difficult to understand jargon or lengthy theoretical debates - you just want to meet requirements while still having the time to do what you do best... supporting and extending the unique learning journey of every child in your care as they grow and discover in these very important early years.

And that is exactly why I like to do things a little bit differently to support educators just like you - I don't believe that professional development and the tools we use to do our jobs well need to be complicated, out of our budget or judgmental. I believe every adult learns differently and at a different pace and that's ok. There is nothing wrong with going back to basics & embracing simple...so welcome to our Empowered Ed Community... let's do this together!

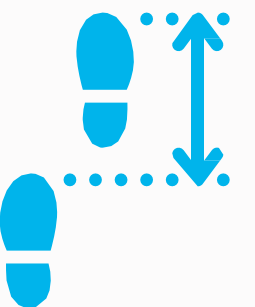


the *empowered* educator  
inspiring ideas and resources for early learning



# 5 Stepping Stones Educators can Use to Reach Exceeding Without Focusing **ONLY** on Documentation

How to confidently link together different tools, strategies, environments and experiences to show evidence of an overall exceeding educational program so that you can focus more on the children *instead of just paperwork!*



With Jodie Clarke – The Empowered Educator



# In this webinar...

I'm going to show you how you can link together a variety of methods, tools, strategies and processes to not only meet outcomes and standards but show evidence you are exceeding without relying only on 'perfect paperwork'.

By the end of this presentation you will be able to identify exactly what core areas of your work to review and focus on first when preparing for your next assessment or review.

You will understand how to utilise what you are already doing in day to day practice and work **WITH** your individual strengths instead of against them.









# Don't think you can do this?



If you've been concerned in the past that you just can't succeed with accreditation, assessment or rating inspections and visits, I want to put those fears to rest right now!

You can most definitely do this. You just need the right person to explain it to you!



# It's OK to not know everything!



Has it ever felt like no matter what you do it isn't quite good enough at work?

Like the goalposts are constantly changing and you are always reaching to make it through to the end?







Empowered Ed



→ That's what we are here for!

I know you are an empowered educator because you have shown up for this workshop and you obviously want to use the knowledge you gain here to **exceed standards** and do your job to a high standard....





Empowered Ed



→ Are you in the right place?

Perhaps you decided to attend this workshop **for a different reason** and wondering now if you are in the right place?





# You're in the right place if:



1

You are you excited to understand how you can confidently link other methods, actions and your individual strengths with documentation (instead it being your only option!) to meet outcomes and exceed standards.



# You're in the right place if:



2

You are motivated to leave behind the stress and frustration of feeling like the only way to reach exceeding is by writing more and having perfect paperwork.







# You're in the right place if:



3

You struggle to know where to start and how to identify the core areas of your work you need to review and focus on first when preparing for an assessment.

You feel like it's too late to start a self-reflection process now!





# You're in the right place if:



4

You are simply one of those people that likes to regularly extend on their skills, leadership and current level of expertise by learning new strategies and how to share this knowledge with others through mentorship and step by step guidance.



# You are in the RIGHT place.



Everyone will take away a different light bulb moment from one of these workshops.



All participants here have varying levels of experience across different service models.

We all want to feel more confident in our role.

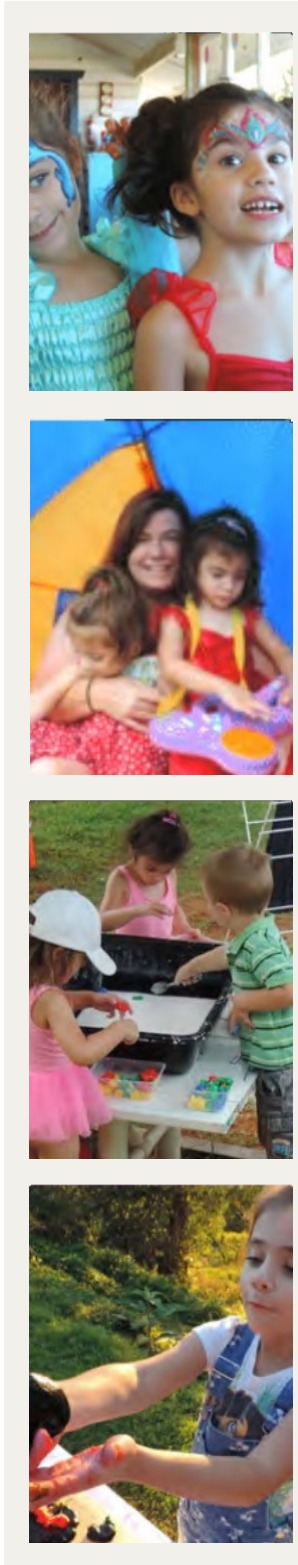
# Why learn from me?



I'm a 40 \*something\* Mum of twin 9 year old girls and a 23 year old. We live in Northern NSW Australia but I grew up in QLD and a fun fact for you... my first ever role in a childcare centre was a high school work experience placement in Rockhampton!

I was pretty focused, even back then, to study then work with young children.

- ★ Presenter
- ★ Educator
- ★ Blogger
- ★ Project Manager
- ★ Writer
- ★ Coordinator
- ★ Director
- ★ Family Services
- ★ Mum!



# Why do I share online?



To reach out to educators online around the world and help them to feel more empowered, confident and motivated by using the 'Keep it Simple' approach I've created from my own experiences (and failures!) over 30 years working in early childhood roles.



- ★ To Empower
- ★ To Bring Back Simple
- ★ To Advocate

To help educators see that we all start somewhere, we all have varying experience & we all work differently... and that's ok!



Always a  
challenge  
being a  
parent &  
educator!





# 30 Minute Post It Party Activity

Think about what an assessor would be able to SEE, FEEL and HEAR if they visited your service TOMORROW.

If you have already answered the reflection prompts I provided for you in the Workshop Action Guide you will have a head start when you take part in the Post It Party!





# 30 Minute Post It Party Activity



## FDC ED?

Answer the question in terms of your own FDC environment & practice.



## FDC Coordinator?

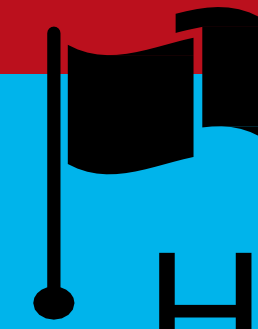
Answer the question in terms of coordinator roles and also the coordination unit practices. Post it party together as a team.



## Ed Leader?

Answer the questions together as a team activity during a meeting or mentor session.





# How to start your post it party

- 1** Grab a few packs of post it notes and a sharpie
- 2** Set a timer for 30 minutes (and play some good music)





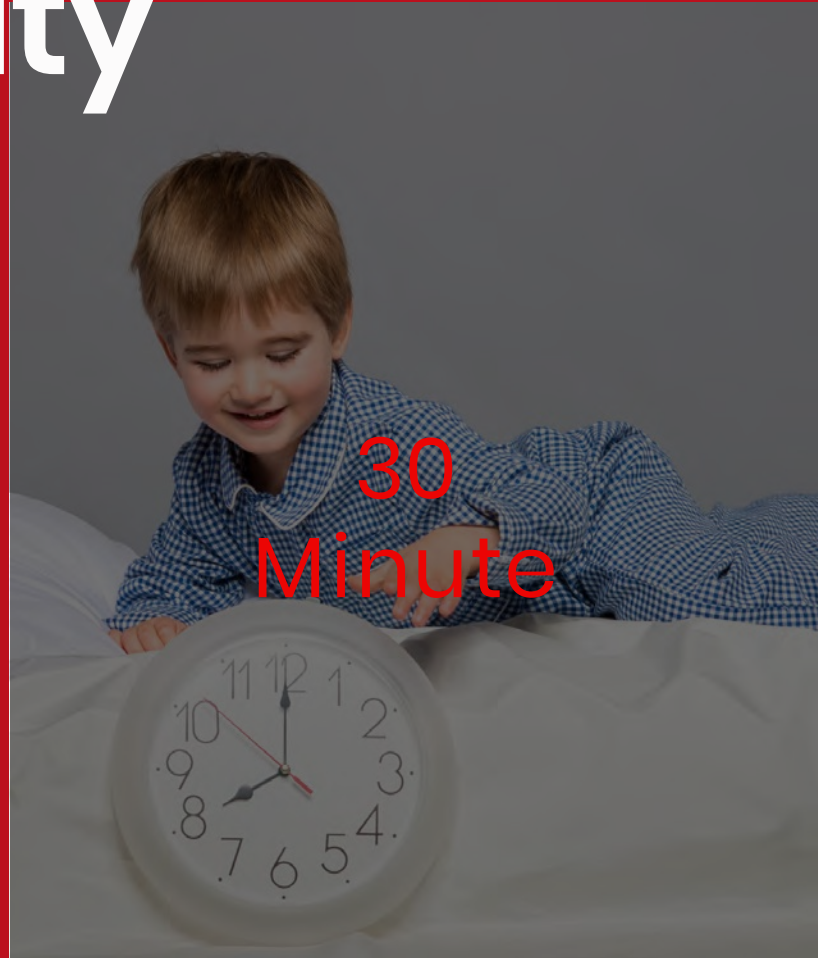


# Go for it!

Post every every thought, action, resource, environment area, routine step, embedded practice, process or piece of paperwork that comes to mind. Write on a separate sticky note for each one.



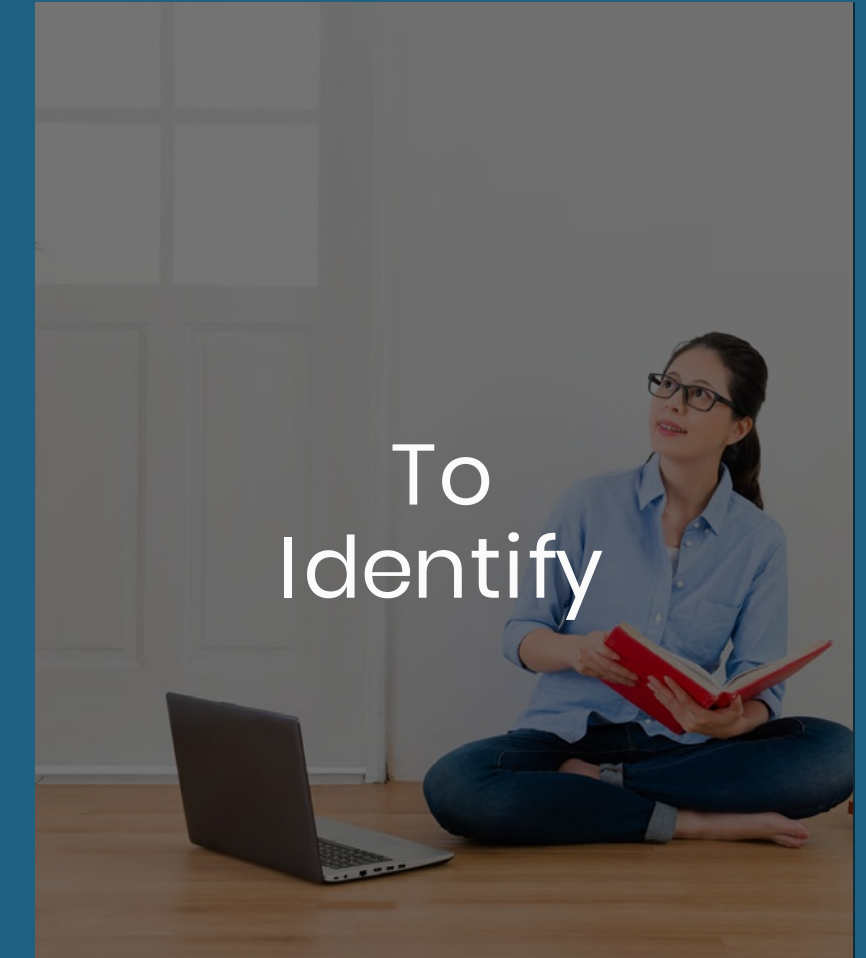
# 30 Minute Post It Party Activity



This is just going to take you 30 minutes to do and I want you to do it in the next 24 hours.



I'm going to teach you how to do it in 5 minutes right now! This is a quick exercise that will help you to identify...



What you are already doing and where there might be some room for improvement - no lengthy self reflection writing required!



# 1



## What to do with your post it notes



**Write down each of the National Quality Standards (or relevant performance indicators) and stick to the top of a board or wall.**

**Using different colours here will help with visual organisation.**



# 2



## What to do with your post it notes



**Organise all of the notes you wrote down under each of those standards sections to form columns.**



**Stand back and identify any areas that might need more evidence or some improvement.**





# 3



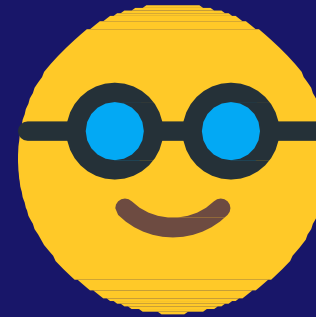
## What to do with your post it notes









Are there **any columns** that are obviously longer and might indicate doubling up in some areas or steps you currently do unnecessarily that lead to overwhelm but not ideally higher quality practice?



# 4



Use the information gained from your post it party to write some action steps in your Webinar Action Guide.

what do I need? Map out your action plan steps	my action steps What will move you forward?
	<input type="checkbox"/> 
	<input type="checkbox"/> 
	<input type="checkbox"/> 
	<input type="checkbox"/> 
	<input type="checkbox"/> 

Share your action steps with us in the [Empowered Ed Free Facebook Community](#) after attending the webinar with - make sure to use the hashtag #empoweredactioned in your post!

I'll be selecting random comments with the hashtag to receive a surprise online gift so make sure you jump over and join the group so you can participate and be in with a chance to win!

the empowered educator  
making tech and resources for early learning





The image shows an open worksheet with two pages. The left page is titled "reflection answers" and "What I'm really doing!". It contains six "QUICKSTART PROMPT" boxes arranged in a 3x2 grid, connected by lines. The right page is titled "Planning for improvement" and contains three "CRITICAL REFLECTION" sections. Each section has a prompt, a line for an answer, and a "WHAT WILL HELP ME DO THIS?" or "WHAT WILL I NEED TO DO TO ACHIEVE THIS GOAL?" section. The logo "the empowered educator" is at the bottom of both pages.

reflection answers  
What I'm really doing!

QUICKSTART PROMPT 1

QUICKSTART PROMPT 2

QUICKSTART PROMPT 3

QUICKSTART PROMPT 4

QUICKSTART PROMPT 5

QUICKSTART PROMPT 6

the empowered educator

Planning for improvement

CRITICAL REFLECTION #1  
I think I could do \_\_\_\_\_ differently because \_\_\_\_\_  
WHAT WILL HELP ME DO THIS?

CRITICAL REFLECTION #2  
I am avoiding making a change to my \_\_\_\_\_ because \_\_\_\_\_  
WHAT COULD MAKE THIS CHANGE EASIER FOR ME?

CRITICAL REFLECTION #3  
Before attending this webinar I was consistently focusing on my self reflection and improvement by \_\_\_\_\_ but now I also want to try \_\_\_\_\_  
WHAT WILL I NEED TO DO TO ACHIEVE THIS GOAL?

the empowered educator

The Post it Party is a fast way for you to gain a clearer picture of what you already do, what you don't need to do and where you need to get to.

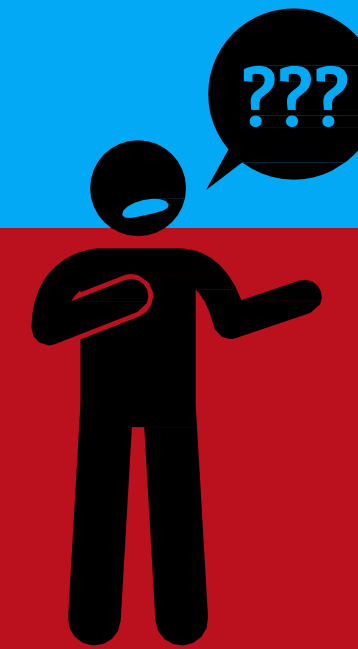




When used with the all of the information from this webinar... you will see a clear pathway toward exceeding then confidently take the steps and use the tools you need to get there faster with less stress!







# Ask Yourself...

- What was ONE area you discovered you are doing well and can build on?
- What is ONE area you feel presents a challenge or might need improvement?

## reflection prompts What are you already doing?

### QUICKSTART PROMPT 1

What tools, strategies, procedures and practices do I use **at the moment** to **program, document, assess and plan** for each child's learning and development?

### QUICKSTART PROMPT 2

What tools, strategies, procedures and practices do I use **at the moment** to support each child's **healthy lifestyle, comfort, safety, protection and wellbeing**?

### QUICKSTART PROMPT 3

What tools, strategies, procedures and practices do I use **at the moment** to create **welcoming, inviting, inclusive and safe spaces** for children both indoors and outdoors?

### QUICKSTART PROMPT 4

What tools, strategies, procedures and practices do I use **at the moment** to ensure my professionalism, **participation and role as a team member** supports the provision of quality education and care?

### QUICKSTART PROMPT 5

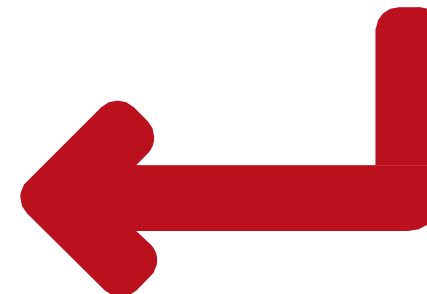
What tools, strategies, procedures and practices do I use **at the moment** to build relationships and interactions with children that consistently **encourage a sense of belonging, wellbeing, safety and self-worth**?


### QUICKSTART PROMPT 6


What tools, strategies, procedures and practices do I use at the moment to **connect, collaborate and form strong relationships with parents**?





Jot down the answers on your **notepad** or find the **'quick quiz'** page in your webinar action guide and enter your answers in the 2 blank boxes!





  
the quick quiz  
**Identifying strengths & challenges**

? Can I confidently explain what I do with my planning, environments & day to day practice to another educator who doesn't work with me? 

? Can I easily collect and show evidence of my practice if asked? Do I know where everything is filed/stored? Do I know when I last updated this information? 

? What **in-action moments** would someone see if they observed my current environment, the children or my role as an educator during day to day practice? 

? What are my stepping stone strengths to build on? 

? What are my stepping stone challenges to work on? 







Can you imagine what it would feel like if...



Hmm...

.... You **looked forward to assessment visits** as an opportunity to be recognised and appreciated for all of that work you do everyday and how this effort contributes to the growth of your service and provides quality outcomes for children and their families?





Can you imagine what it would feel like if...

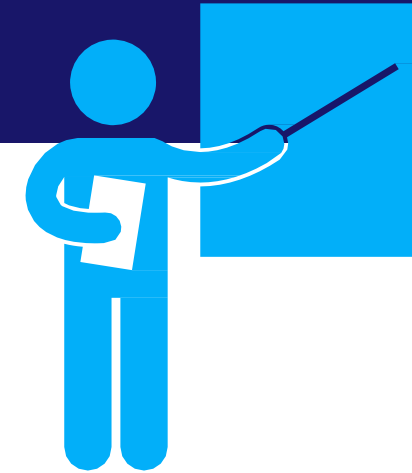


You **knew HOW to confidently prepare** for an assessment visit and where to focus your time and energy instead of just worrying about collecting bits and pieces of paperwork ?

**You CAN get to that place.....**



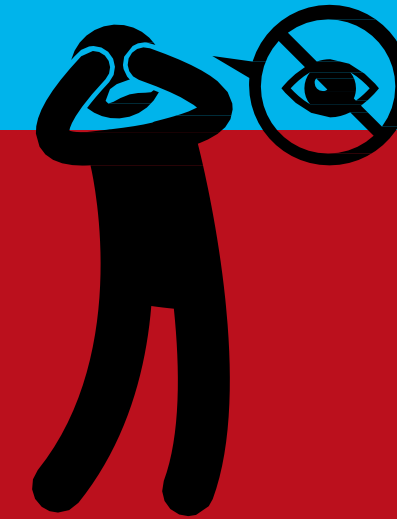




Becoming the educator who understands that documentation is only one part of the puzzle to achieving an ongoing exceeding standard means that you are no longer just focused on (and stressed about!) paperwork tick ing every box.

Instead, you begin to work with your current strengths and identify a wider range of tools, strategies, documentation methods, interactions, experiences and environments that will help you to not only complete the planning cycle but also show evidence of how you link everything together and embed practices throughout your service to develop an educational program that consistently performs above and beyond expectations.





Sometimes we can't see the path forward because of the obstacles we have put in our own way. What if you were to create a new path and could see where you needed to go?





# Our Work shop Journey...



If you are anything like me and you like to know **what the path ahead looks like** and if it is a good use of your time, let me take you through a quick roadmap of our webinar so you know exactly what to expect before we go any further.



# Where We're Going... ..



STEP 1



STEP 2



STEP 3



STEP 4



STEP 5



STEP 6



STEP 7



STEP 8





# Where We're Going....

Making  
Engagement  
Meaningful



STEP 1



STEP 2



STEP 3



STEP 4



STEP 5



STEP 6



STEP 7



STEP 8



# Where We're Going....

Making  
Engagement  
Meaningful



STEP 1



STEP 2



STEP 3



STEP 4



STEP 5



STEP 6



STEP 7



STEP 8

Environments  
& Resources  
Review





# Where We're Going....

Making  
Engagement  
Meaningful

Making Reflection  
Work For You

Environments  
& Resources  
Review



STEP 1



STEP 2



STEP 3



STEP 4



STEP 5



STEP 6



STEP 7



STEP 8



# Where We're Going....

Making  
Engagement  
Meaningful

Making Reflection  
Work For You



STEP 1



STEP 2



STEP 3



STEP 4



STEP 5



STEP 6



STEP 7



STEP 8

Environments  
& Resources  
Review

The Program  
as Evidence





# Where We're Going....

Making  
Engagement  
Meaningful

Making Reflection  
Work For You

Organisation  
& Leadership  
as a Tool



STEP 1



STEP 2



STEP 3



STEP 4



STEP 5



STEP 6



STEP 7



STEP 8

Environments  
& Resources  
Review

The Program  
as Evidence



# Where We're Going....

Making  
Engagement  
Meaningful

Making Reflection  
Work For You

Organisation  
& Leadership  
as a Tool



STEP 1



STEP 2



STEP 3



STEP 4



STEP 5



STEP 6



STEP 7



STEP 8

Environments  
& Resources  
Review

The Program  
as Evidence

How to turn  
Documentation  
into a Bridge





# Where We're Going....

Making  
Engagement  
Meaningful

Making Reflection  
Work For You

Organisation  
& Leadership  
as a Tool

How To Work  
With Me



STEP 1



STEP 2



STEP 3



STEP 4



STEP 5



STEP 6



STEP 7



STEP 8

Environments  
& Resources  
Review

The Program  
as Evidence

How to turn  
Documentation  
into a Bridge



# Where We're Going....

Making  
Engagement  
Meaningful

Making Reflection  
Work For You

Organisation  
& Leadership  
as a Tool

How To Work  
With Me



STEP 1



STEP 2



STEP 3



STEP 4



STEP 5



STEP 6



STEP 7



STEP 8

Environments  
& Resources  
Review

The Program  
as Evidence

How to turn  
Documentation  
into a Bridge

Live Q & A +  
Certificate  
Details







# Stepping Stone 01

## Communication Tools & Engagement Techniques.

.....When used meaningfully, they can achieve MORE than just informing parents about your program and what their child did today (even if that's the only way you know how to show evidence of parent input and collaboration!)



# Stepping Stone 01

The communication processes, skills and tools we use and how we engage with other educators, children, families and our community is important for all educators and services to focus on.





# Stepping Stone 1

## Communication Tools & Engagement Techniques



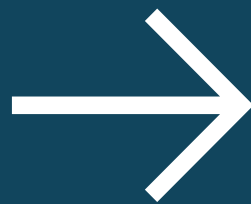
### HOW DO YOU KNOW THIS STEPPING STONE IS...

1. Embedded effectively throughout your practice?
2. Something you could confidently highlight for your service at the moment?
3. An area to focus on for improvement and inclusion in your quality improvement plan?



# Stepping Stone 1

## Communication Tools & Engagement Techniques



## Reflection Prompts... ..



Can you as an educator explain what you do and how you do it? Can everyone on the team?



Is there a consistent process to engage and connect with families EVERY DAY.



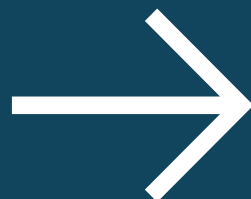
Can all educators explain how their environment, program and interactions connect with the service philosophy?





# Stepping Stone 1

## Communication Tools & Engagement Techniques



## Reflection Prompts... ..



Do all educators feel supported, respected and 'heard'?



Are orientation processes for new educators, families and children helpful and consistent?



Are staff meetings an opportunity for engagement, discussion and growth or just one person talking and everyone else listening?



# Stepping Stone 1

## Communication Tools & Engagement Techniques

## Empowered Action Prompts....

You might already be doing some of these  
You might have ideas of your own

OR

You might find something new you would like to try.

JOT YOUR THOUGHTS DOWN IN YOUR ACTION GUIDE OR NOTEPAD!

**the five Stepping Stones**  
As I take you through each of the 5 steps write them in below to keep a visual record for later reflection and to help you set goals.

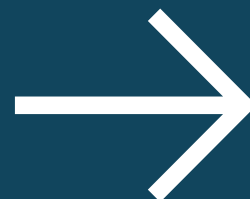
1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_ 5. \_\_\_\_\_

**building your bridge Stepping Stone 1**

WHAT DO I ALREADY DO WELL IN THIS AREA?	WHAT IS SOMETHING NEW I COULD TRY?
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

WHO OR WHAT COULD HELP ME ACHIEVE THIS CHANGE?	HOW LONG DO I WANT IT TO TAKE?
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

the *empowered* educator  
inspiring ideas and resources for early learning







# Stepping Stone 1

## Communication Tools & Engagement Techniques



- **Mentor sessions** and groups with educators.
- Creation of **professional development plans** in partnership with educators.





# Stepping Stone 1

## Communication Tools & Engagement Techniques



- Team meetings that give educators an opportunity to **contribute to the agenda**.
- Guidance & practice sessions to show educators how to **confidently articulate their practice** and explain to someone who doesn't know them. Practice case studies together!

**TEAM/EDUCATOR MEETINGS**

When are the meetings held and where?

Will I be expected to attend outside of paid work hours?

How can I add discussion topics or news to the agenda?

What happens if I can't attend?

Why do we have meetings?

**Meeting Action Guide**

**MEETING ACTION TIME TASKS & NOTES**

Action Item Review:  
Were all items identified last meeting completed or implemented as planned?

Action Items decided on in this Meeting:  
What tasks were assigned during the meeting - who, what and when?

Action Items	Delegated To	Timeframe	Support/Resources Re

**Meeting Agenda**

Meeting Date :  
Meeting Time :  
Food Provided - Y or N

Meeting Location :  
What to Bring :

**SET AGENDA ITEMS**

ITEM TO BE DISCUSSED	PERSON RESPONSIBLE FOR ITEM	TIME

**Meeting Minutes**

**DECISIONS MADE DURING MEETING**  
List and describe the decisions that were made.

Decision	Why was this made?	Who Decided?

**NEXT STEPS FORWARD**  
Tasks, follow up required, resources or training identified.

Action Required	Tools or Resources required to complete	Team Member Responsible

**My Meetings & Networking**

Requests & My Recommendations for Professional Development Required

Date	Location	Topic/Reason Why/Group





# Stepping Stone 1

## Communication Tools & Engagement Techniques



- Create communication tools for educators to contribute to planning, observations, forward planning and reflection - even across different rooms, shifts and roles.
- Designate a place to record evidence of quality interactions, conversations and practice.
- Initiate a regular communication & discussion process - especially leading up to an assessment visit







# Stepping Stone 1

## Communication Tools & Engagement Techniques



- Review **parent communication steps**, collaboration tools and processes.
- Meaningful engagement opportunities that **work with the parent's** communication needs.
- **Invite family input** into your program, special events and 'morning meeting' type experiences.
- A daily communication system with parents delivered in different ways for all to access. **Focus on core processes first!**







# Stepping Stone 1

## Communication Tools & Engagement Techniques



- Provide regular **opportunities for families to give feedback** using a variety of approaches.
- Activities and tools that help educators **seek out children's voices** to ensure they contribute to the program, feel a sense of belonging and are 'heard'.
- Are **children's ideas and opinions** included in your QIP? How?

What will you choose to do at after school care today?

Free Range Fun!

DATE:

MY VOICE

Hi There!

I love making it fun for you at ..... but I want to know what YOU think about coming because YOU are an important person to me here at .....

So, let's get the pencils or crayons out and do some drawing. Write some words down to describe your thoughts or ask for your adult's help! Ready?

1. What would you draw to tell me something you really like about coming to .....?

If you want to, what would you say (in your own words) is something that would make coming to ..... better?

In My Own Words: .....

1. Think about what you like the most when you come to ..... then draw a picture of your favourite toys, activities or places to play!

I feel that ..... encourages children to respect the environment and provides hands on opportunities for active learning through eco-friendly actions, projects, routines and play.

☐ Yes  
☐ No

Do you know where to view your child's weekly/monthly program?

☐ Yes  
☐ No

Please choose your most likely answer using the rating scale below:

My initial visit and the enrolment process was welcoming and thorough.

STRONGLY DISAGREE DISAGREE NOT APPLICABLE AGREE STRONGLY AGREE

My child seems to enjoy coming to .....

STRONGLY DISAGREE DISAGREE NOT APPLICABLE AGREE STRONGLY AGREE

As a parent or carer I have felt welcome here at .....

STRONGLY DISAGREE DISAGREE NOT APPLICABLE AGREE STRONGLY AGREE

I feel confident that I would be immediately notified should there be an incident involving the safety of my child.

STRONGLY DISAGREE DISAGREE NOT APPLICABLE AGREE STRONGLY AGREE



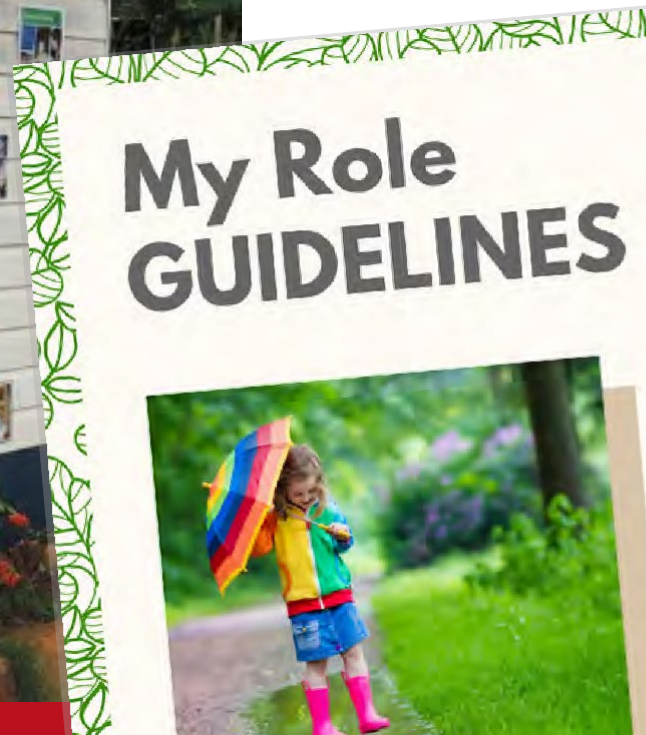


# Stepping Stone 1

## Communication Tools & Engagement Techniques



- Set up family and child **orientation processes**.
- Set **goals in partnership with families** about their child's learning, home culture, needs and expectations.
- Use displays in different ways that allow you to communicate a **child's interests, conversations, play and connections** to their family, other children and educators extending that sense of belonging.



**GOALS & EXPECTATIONS**  
HELP US TO WORK AS A PARTNERSHIP!

WHAT WOULD YOU LIKE EDUCATORS TO FOCUS ON?

CAN WE SUPPORT YOUR FAMILY CULTURE?

TYPE OF COMMUNICATION WORKS BEST FOR YOUR FAMILY

**GOALS FOR LEAD EDUCATOR SUMMARY**

WHAT DO I NEED AS AN INDIVIDUAL IN THE NEXT 3 MONTHS?

HOW WILL YOU SUPPORT MY FAMILY & CULTURE?

HOW WILL YOU COMMUNICATE REGULARLY WITH MY FAMILY?

**WELCOME TO OUR ROOM!**  
FAMILY & CARER 'WE BELONG' ORIENTATION

CHILD'S NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

D.O.B: \_\_\_\_\_ EDUCATOR: \_\_\_\_\_

We value all of our families and understand that you are the most important and influential teachers in your child's life so we would like to welcome you to our room and ask for your help with our future planning and making your family feel welcome here. If you can take a moment to answer a few questions for us it will help us to understand your expectations and goals for your child's care with us!





# Stepping Stone 1

## Communication Tools & Engagement Techniques



- Access to **professional development resources and training** to help educators build knowledge and confidence.
- Support educators to **understand the service philosophy** and how their actions and practice connect with this.
- Create and regularly **review the Educator Orientation process**.
- Show educators how to set goals, clarify strengths & **identify areas for improvement**.







# Stepping Stone 02

## Environments & Resources

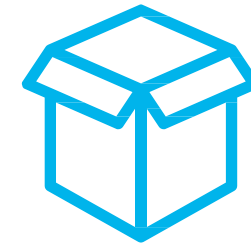
....when used meaningfully, can achieve MORE than just providing engaging spaces for children to access toys, craft and play equipment (even if you have spent an hour setting up that Insta worthy invitation to play that the kids will pull apart in 2 minutes anyway).





# Stepping Stone 2

## Environments & Resources



### HOW DO YOU KNOW THIS STEPPING STONE IS...

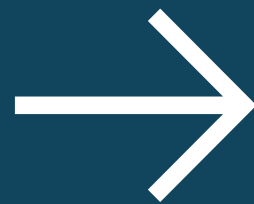
1. Embedded effectively throughout your practice?
2. Something you could confidently highlight for your service at the moment? OR
3. An area to focus on for improvement and inclusion in your quality improvement plan?





# Stepping Stone 2

## Environments & Resources



## Reflection Prompts... ..

IF YOU WERE LOOKING AT YOUR ENVIRONMENT THROUGH A CHILD'S EYES TODAY, WOULD YOU FEEL THAT ..

- You belong?
- You feel safe here?
- You can explore and try out new skills?
- It is a stable and dependable familiar space?
- Does it feel/look/smell safe, inviting, familiar to you?
- You can investigate freely and access materials to direct your own play?
- Your interests and family culture are welcome?





# Stepping Stone 2

## Environments & Resources

## Empowered Action Prompts....

You might already be doing some of these  
You might have ideas of your own

OR

You might find something new you would like to try.

JOT YOUR THOUGHTS DOWN IN YOUR ACTION GUIDE OR NOTEPAD!

**the five Stepping Stones**

As I take you through each of the 5 steps write them in below to keep a visual record for later reflection and to help you set goals.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_

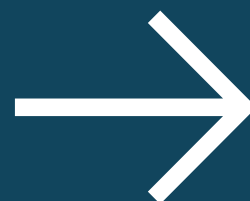
4. \_\_\_\_\_ 5. \_\_\_\_\_

**building your bridge Stepping Stone 1**

WHAT DO I ALREADY DO WELL IN THIS AREA?	WHAT IS SOMETHING NEW I COULD TRY?
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

WHO OR WHAT COULD HELP ME ACHIEVE THIS CHANGE?	HOW LONG DO I WANT IT TO TAKE?
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

the empowered educator  
inspiring ideas and resources for early learning

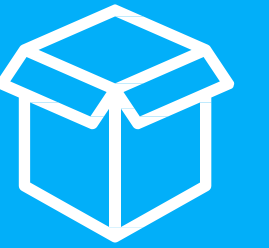






# Stepping Stone 2

## Environments & Resources



- Make sure your **service entry is welcoming** to both parents and children
- Review displays - are they respectful? Are there displays of children's work and the **process of learning** with documentation?
- Can children **see outdoors if inside?** How? What do they see?

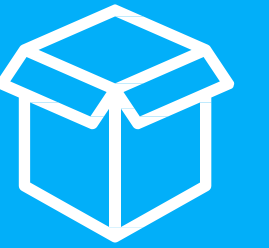






# Stepping Stone 2

## Environments & Resources



- Can children **see what is stored** in some of the jars, baskets and tubs you use to make decisions and encourage autonomy?
- Are your **materials and spaces arranged** to allow for creative self-expression?
- Do you have resources available that invite **open ended learning opportunities** for children of all ages and developmental stages?







# Stepping Stone 2

## Environments & Resources



- Do you **involve the children** in the design and setup of their learning spaces?
- Do you set up your space to send a message of *'I can do things myself here'* to the child.
- Do you provide opportunities to leave some spaces or activities **ready to 'play again'** tomorrow to extend on current interests?
- Do you record evidence of this?

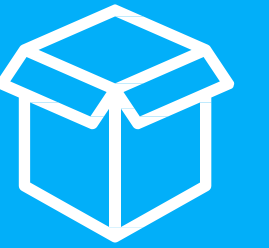






# Stepping Stone 2

## Environments & Resources



- Label storage shelves, buckets, walls and different spaces with **text or images**.
- Are there smaller spaces within the environment so children know where they can go to engage in **loud, quiet, social or solitary play** if they need to?
- Is there a way to **invite fresh air indoors**? How does it flow? Connected to outdoors?

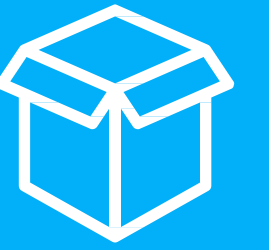






# Stepping Stone 2

## Environments & Resources



- Are there a variety of hands-on elements to **pick up, investigate, touch?**
- Find ways to **incorporate texture** into your spaces - it's essential for the senses.
- Provide access to natural materials like herbs, flowers, scented leaves, damp soil, pine cones, spices indoors and out to **invite investigation with the senses.**

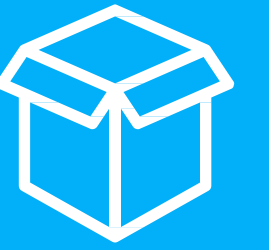




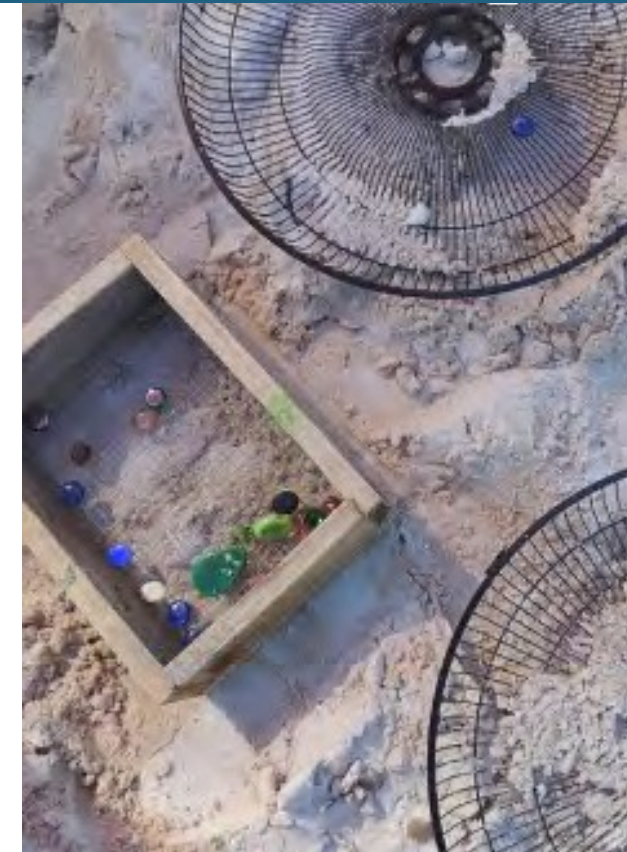


# Stepping Stone 2

## Environments & Resources



- Are there ways you **reach out to and invite your community** to help with creating or maintaining your learning environments?
- What **community services** do you connect with to support families and children?
- Are **indoor AND outdoor experiences planned** for and included on your program?
- Do you incorporate natural materials into different spaces within your service - do you **encourage families to contribute** to these materials?

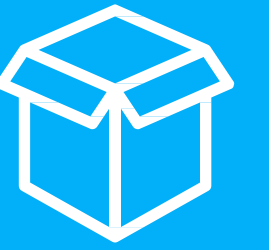






# Stepping Stone 2

## Environments & Resources



- Is there a way children and families can contribute to your sustainability practices and everyone can **play an active role**?
- How **would you explain to someone** what your service and the children do to be environmentally responsible?
- Is practice embedded in a way that **children could confidently share** what they do to look after their earth?

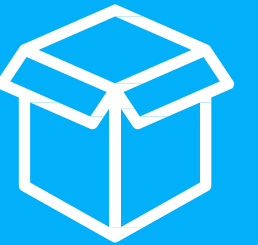






# Stepping Stone 2

## Environments & Resources



I connect & contribute to my world.  
*What does it mean?*

I'm beginning to show concern for others & take action to assist.

I'm becoming socially aware and show respect for the environment.

I'm Learning Everyday!

I'm becoming aware of

I'm able to help solve problems and contribute to group.

### 5 Ways to Save Water OUTSIDE

1. Install a tank USE RAINWATER FOR GARDEN FOR PLAY
2. Reuse water play WATER PLANTS WATER VEGIES
3. Stop Leaks IDENTIFY REPAIR RATE
5. Monitor Use COMPARE BILLS WATER WATCHERS SYSTEM

empowerededucatoronline.com

How did we **SAVE ENERGY** this month?

### Let's Recycle

**What is recycling?**

Recycling simply means taking materials that have already been used and then making new products or resources from these materials. There are many reasons to recycle in this way.

**Why recycle?**

- Recycling old materials and turning them into something new saves us money
- It means less rubbish taking up space in our landfills
- We save energy and natural resources when we recycle instead of making something new
- It's an important skill to learn and role to play in our community.
- It reduces pollution allowing us to live healthier lives
- It helps us become more responsible in the way we use and dispose of materials

**What can we do to help recycle?**

- Compost
- Share old toys
- Carry green bags
- Reuse paper
- Recycle for craft
- Use correct bin

Collect kitchen scraps for composting/chickens/worms  
Give old toys and clothes to charity shops  
Help carry the green bags when out shopping  
Reuse paper and cardboard for drawing  
Use recycled materials for craft  
Sort rubbish into the correct bins

### Making Compost

**What is compost?**

Composting is a process to breakdown natural and organic waste. We usually use a bin or special area set aside in the yard to initiate the composting process and natural rubbish collected from the household is allowed to mix together over time and decompose into a crumbly fertilizer. It is a cheap, effective and environmentally friendly method of producing compost from various materials such as food waste, manure, worms, pet waste, paper, grass, newspaper, coffee grounds and more into usable fertilizer.

This fertilizer called compost is the end product of the composting process.

**Why do we want it?**

Composting helps us reduce the amount of rubbish that we bin, and the risks of further polluting the air, land and water with this rubbish. Composting is also an easy way to get some excellent and obviously free, fertilizer for the garden. It is a fantastic way for children to be involved with their favourite outdoor pastimes such as dirt, digging, worms, water and mud. Composting also offers the opportunity for educators to share many important lessons about taking care of our environment. It also helps to illustrate the process of reusing and recycling materials to turn them into something useful. Starting with a small area or bin in the home or care environment will allow the children to investigate, experiment and achieve without requiring a great deal of adult intervention.

**How can we help make it?**

- Food scraps
- Leaf litter
- Rake / Turn

### Making Compost

**What is compost?**

Composting is a process to breakdown natural and organic waste. We usually use a bin or special area set aside in the yard to initiate the composting process and natural rubbish collected from the household is allowed to mix together over time and decompose into a crumbly fertilizer. It is a cheap, effective and environmentally friendly method of producing compost from various materials such as food waste, manure, worms, pet waste, paper, grass, newspaper, coffee grounds and more into usable fertilizer.

This fertilizer called compost is the end product of the composting process.

**Why do we want it?**

Composting helps us reduce the amount of rubbish that we bin, and the risks of further polluting the air, land and water with this rubbish. Composting is also an easy way to get some excellent and obviously free, fertilizer for the garden. It is a fantastic way for children to be involved with their favourite outdoor pastimes such as dirt, digging, worms, water and mud. Composting also offers the opportunity for educators to share many important lessons about taking care of our environment. It also helps to illustrate the process of reusing and recycling materials to turn them into something useful. Starting with a small area or bin in the home or care environment will allow the children to investigate, experiment and achieve without requiring a great deal of adult intervention.

**How can we help make it?**

- Food scraps
- Leaf litter
- Rake / Turn



**CAN YOU FIND**

- A FLOWER IN BLOOM
- A BUG THAT NEEDS WATER
- SAND OR DIRT
- A WATER TANK OR BUCKET
- AN INSECT SPEAKING POLLEN
- A RAIN GAUGE
- A COMPOST PILE OR BIN
- SOMETHING GREEN TO EAT
- SOMETHING YOU NEED TO LOOK AFTER
- A RECYCLE SYMBOL OR SIGN
- A RECYCLING BIN
- A TREE TALLER THAN YOU
- A WORM IN THE DIRT
- A PIECE OF RUBBISH TO PUT IN THE BIN
- SOMETHING YOU CAN RECYCLE
- A TAP OR HOSE TO CHECK FOR LEAKS
- A LIGHT TO TURN OFF
- A REBAG SHOPPING
- A PIECE OF PLASTIC TO RECYCLE
- SOME THING GROWING INSIDE OR OUT
- SEEDS
- A SEEDLING
- A WATER BOWL FOR ANIMALS
- A BAY

For our **WORMS**

power monitor badges—cut, paste to card, add Velcro





# Stepping Stone 03

## Reflection and Critical Reflection

.....when used meaningfully, can achieve MORE than just a review of what worked this week, what didn't and what you will do next week (that you then file and never look at again).





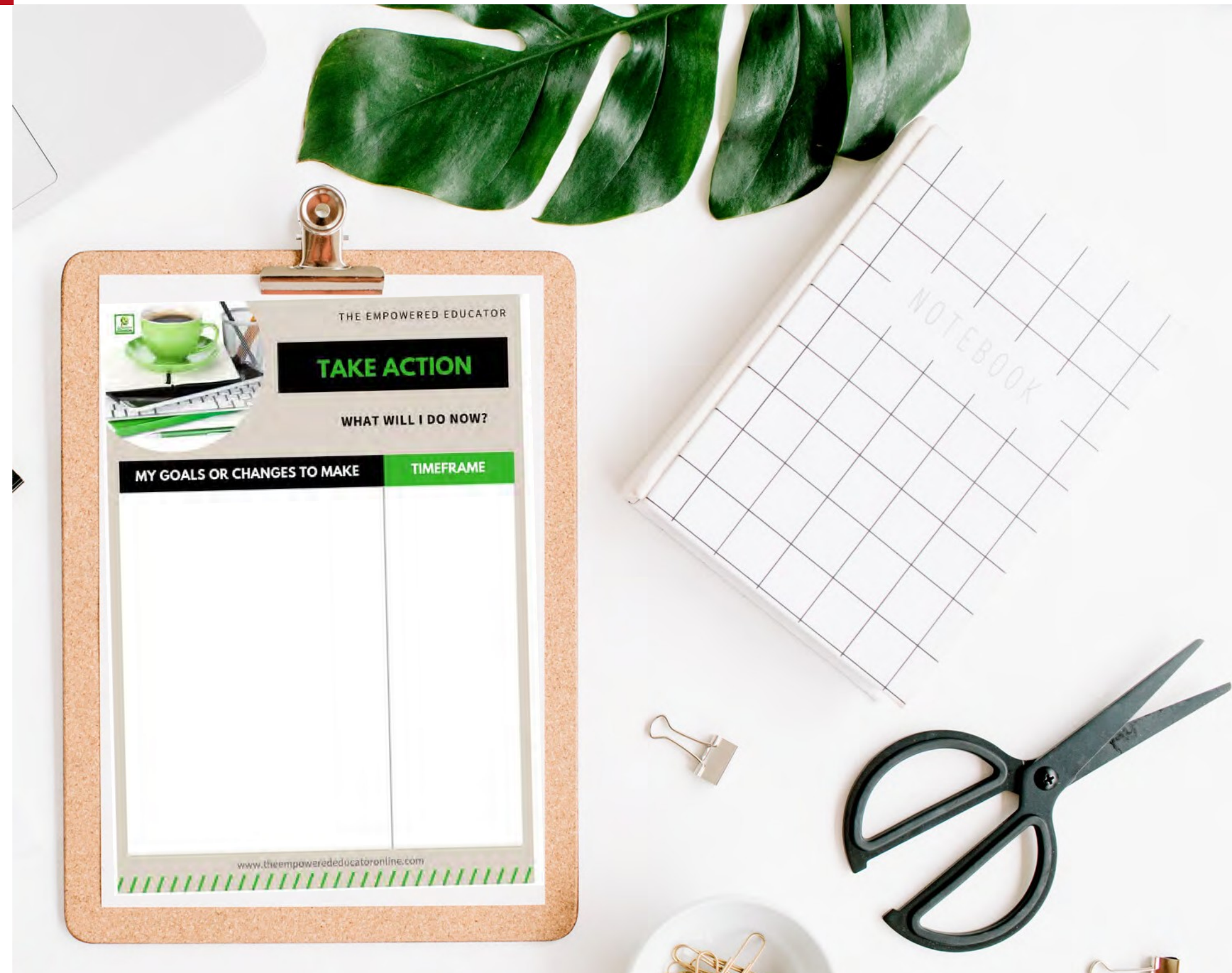
# Stepping Stone 3

## Reflection and Critical Reflection



### HOW DO YOU KNOW THIS STEPPING STONE IS...

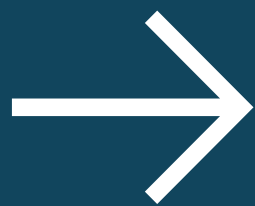
1. Embedded effectively throughout your practice?
2. Something you could confidently highlight for your service at the moment?
3. An area to focus on for improvement and inclusion in your quality improvement plan?





# Stepping Stone 3

## Reflection and Critical Reflection



## Reflection Prompts... ..



Can you confidently explain the steps you take to reflect, evaluate and analyse individual or group observations. Can you show how you record this?



Would visitors to your service see visual displays and learning resources that invite conversations for you to reflect on?



What do you do with the feedback you receive from families, leaders, coordinators? How do you know whether you need to take action?



Do you understand the difference between critical and regular reflection and how to use them consistently in your work to achieve different outcomes?



Are simple tools used to incorporate useful reflections into every step of your planning cycle? Are they explained to other educators?



# Stepping Stone 3

## Reflection and Critical Reflection

## Empowered Action Prompts....

You might already be doing some of these  
You might have ideas of your own

OR

You might find something new you would like to try.

JOT YOUR THOUGHTS DOWN IN YOUR ACTION GUIDE OR NOTEPAD!

**the five Stepping Stones**

As I take you through each of the 5 steps write them in below to keep a visual record for later reflection and to help you set goals.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_

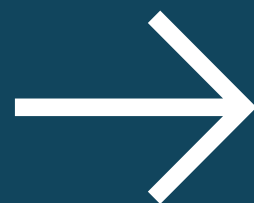
4. \_\_\_\_\_ 5. \_\_\_\_\_

**building your bridge Stepping Stone 1**

WHAT DO I ALREADY DO WELL IN THIS AREA?	WHAT IS SOMETHING NEW I COULD TRY?
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

WHO OR WHAT COULD HELP ME ACHIEVE THIS CHANGE?	HOW LONG DO I WANT IT TO TAKE?
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

the *empowered* educator  
inspiring ideas and resources for adult learning





# Stepping Stone 3

## Reflection and Critical Reflection



- Think of critical reflection as *2 steps further on from* the regular reflection you do.
- Incorporate interesting reflection prompts & **questions into team meetings** or networking events.
- Use tools to help you reflect on your work and **set short term and long-term goals** to aim for.
- Use **easy to understand language in plans** and assessments so you can connect with other educators AND families and invite input into forward planning.







# Stepping Stone 3

## Reflection and Critical Reflection



- Allocate a space for **weekly or daily reflection** on your program plan.
- Take notice of what children are saying and doing and include their **own voice** rather than always documenting learning goals from an **educator's perspective**.
- Is there a regular routine that consistently recognises and acknowledges the **achievements and challenges** of educators and staff?





# Stepping Stone 3

## Reflection and Critical Reflection



- Reflect on all steps of the planning cycle through your current documentation. Add to your QIP documents as *goals for review*.
- Utilise family communication tools as *another way* to record your reflections.
- Engage and have conversations with others. *Share - don't isolate*. Don't be the person with ALL the answers.
- Identify the training you need for *self improvement*.

**CHILD'S LEARNING - ANALYSIS AND FORWARD PLANNING RECORD**

Child Name: \_\_\_\_\_ Date: \_\_\_\_\_ Educator: \_\_\_\_\_

Obs Format Used & Date	Analysis of Learning	Future Planning Ideas	Program Date	Planned Activity Evaluation

**CHILD'S LEARNING - ANALYSIS AND FORWARD PLANNING RECORD**

Date: \_\_\_\_\_ Child's Name: \_\_\_\_\_

Format & Date	Analysis of Learning	Future Planning	Program/Plan Date	Planned Activity Evaluation
Daily Reflection "Our Day"				
Formal Obs Or Learning Story				
Photo Collage Obs				

**Photo Collage**

Child Name: \_\_\_\_\_ Observation Date: \_\_\_\_\_ Educator: \_\_\_\_\_

What story do the photos tell us?

\_\_\_\_\_

**Photo Collage**

NAME: Ronin T Date: 24.9.14 Location: Backyard play

Age at time of observation: 2.3 yrs

Ronin's Learning Journey.....Ronin is demonstrating a keen interest in investigating and problem solving lately and really enjoys using his hands. During this activity Ronin showed great excitement as he enjoys using the small tongs during play. At first Ronin showed frustration because he could not pick up the ball with the tongs. It kept dropping before he could transfer it to the tub. He persisted even though he was finding the task difficult and was able to figure out he needed to squeeze the tongs together but then HOLD the grasp to be able to transfer the ball to the tub. He showed great pride in his achievement. Ronin told me that the goop was 'green' and 'slippery' He dipped his fingers into the slime but and made some patterns on the tray but then went back to the tongs. Ronin showed he is an effective communicator by telling me "wash hands, yukky now" preferring to use tools to explore the sensory play.





# Stepping Stone 3

## Reflection and Critical Reflection



- Can educators explain **how they use information** from reflections to inform their program & practice?
- Do children have the opportunity to **self reflect** in simple ways?
- Use **family communication & displays** as an opportunity for reflection.
- Use your **QIP to document your improvements**. Your QIP should be updated as part of your regular meeting process.







# Stepping Stone 04

## The Program

.....when used meaningfully, can achieve MORE than just showing evidence on a wall (that hardly anyone glances at) that you have planned a range of age-appropriate activities and experiences that may or may not actually get done (but it looks good).





# Stepping Stone 4

## The Program



### HOW DO YOU KNOW THIS STEPPING STONE IS...

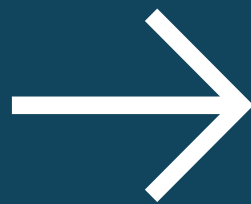
1. Embedded effectively throughout your practice?
2. Something you could confidently highlight for your service at the moment?
3. An area to focus on for improvement and inclusion in your quality improvement plan?





# Stepping Stone 4

## The Program



## Reflection Prompts... ..

- Is it clear to all educators and leaders that there are no particular mandated program templates required to document learning & experiences?
- Is the focus on providing playful experiences and quality interactions with parents and children rather than using complicated codes and colours to link to learning outcomes?
- Do the indoor and outdoor environments reflect the documented program?
- Can you clearly see the links between the program and all other steps of the planning cycle?
- Can educators articulate children's learning and progress to parents?
- Can educators explain why they are documenting and how they as well as the children will benefit from this?





# Stepping Stone 4

## The Program

## Empowered Action Prompts....

You might already be doing some of these  
You might have ideas of your own

OR

You might find something new you would like to try.

JOT YOUR THOUGHTS DOWN IN YOUR ACTION GUIDE OR NOTEPAD!

**the five Stepping Stones**

As I take you through each of the 5 steps write them in below to keep a visual record for later reflection and to help you set goals.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_ 5. \_\_\_\_\_

**building your bridge Stepping Stone 1**

WHAT DO I ALREADY DO WELL IN THIS AREA?	WHAT IS SOMETHING NEW I COULD TRY?
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

WHO OR WHAT COULD HELP ME ACHIEVE THIS CHANGE?	HOW LONG DO I WANT IT TO TAKE?
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

the empowered educator  
inspiring ideas and resources for early learning





# Stepping Stone 4

## The Program



- Ensure educators **understand the service philosophy** and how their actions and practice connect with this.
- **Bust Myths** that can lead to lack of confidence, overwhelm & resentment.
- Is there a mix of **Incidental and Intentional** teaching activities?
- Are **spontaneous learning** and children's emerging interests included throughout the program?

**OUTCOME 1:**  
Children have a strong sense of identity

Children feel safe, secure and supported.  
Children develop their autonomy, independence, resilience and sense of self.

Children develop knowledge and understanding of their own and others' cultures, languages and identities.  
Children learn to interact in relation to their own and others' cultures, languages and identities.

**A SNAPSHOT OF MY JOURNEY SO FAR**

Child Name: \_\_\_\_\_ Observation Date: \_\_\_\_\_ Educator: \_\_\_\_\_

What story do the photos tell us?

**OUR VOICES**

**Observations & Analysis Tool**

Use the questions below to help ensure your observations are useful & more efficient.

Questions to consider...	Tick if applicable
Did you look for and record only moments that stood out to you for some reason? A moment that made you laugh, concerned, surprised or curious?	<input type="checkbox"/>
Did you listen and record the child's own words, notes and what you usually saw and hear (not your own interpretation) while making notes?	<input type="checkbox"/>
Did you use the format/template style that suits the situation, the time you had to observe and also your personal skills and comfort level?	<input type="checkbox"/>
Did you capture visual, digital or audio notes/apps to record moments quickly and once you have you can continue to be in the moment?	<input type="checkbox"/>
Did you ask yourself if you can plan future experiences if you are using this observation?	<input type="checkbox"/>
Did you ask yourself if there anything in this observation that concerns you from a developmental perspective?	<input type="checkbox"/>
Did you identify a child's strengths and/or interests from each observation?	<input type="checkbox"/>
Did you use your observations to consider how you could further support and extend the child's groups, interests/ strengths/ learning journey?	<input type="checkbox"/>
Did you use the information above to forward plan your next program?	<input type="checkbox"/>





-



# Stepping Stone 4

## The Program



- Is the **program** being used relevant to the service you work in?
- Record **children's voices and input** into your program in simple ways.
- Invite children to **have their say about this week's program** and what they would like to do next week!
- Display your program with pride as a way for other educators and parents to see the **awesome experiences & learning opportunities** you create.







# Stepping Stone 05

## Time Management, Organisation & Leadership

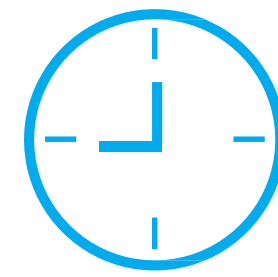
.....when used meaningfully, can achieve MORE than just being up to date with this month's observations, finding time for professional development opportunities, attending staff meetings on time or getting your program finished before a new month begins (even though you are actually aiming for a weekly program)!





# Stepping Stone 5

Time Management, Organisation & Leadership



## HOW DO YOU KNOW THIS STEPPING STONE IS...

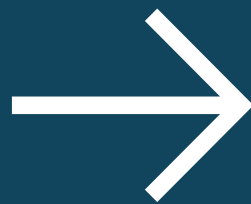
1. Embedded effectively throughout your practice?
2. Something you could confidently highlight for your service at the moment?
3. An area to focus on for improvement and inclusion in your quality improvement plan?





# Stepping Stone 5

Time Management, Organisation & Leadership



## Reflection Prompts... ..

- Is work being taken home to do out of hours regularly?
- Do educators and staff feel well supported, respected and willing to engage in reflective process and change?
- Can educators tell you where policies and the QIP document are kept and how they contribute to both?
- Is there a high turnover of educators in this service?
- Is paperwork organised and easy to locate for all educators and staff at a moment's notice?
- Does the Educational Leader confidently support and mentor educators or is there confusion about their role and responsibilities?



# Stepping Stone 5

Time Management, Organisation & Leadership

## Empowered Action Prompts....

You might already be doing some of these  
You might have ideas of your own

OR

You might find something new you would like to try.

JOT YOUR THOUGHTS DOWN IN YOUR ACTION GUIDE OR NOTEPAD!

**the five Stepping Stones**

As I take you through each of the 5 steps write them in below to keep a visual record for later reflection and to help you set goals.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_

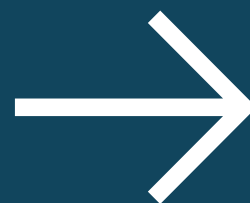
4. \_\_\_\_\_ 5. \_\_\_\_\_

**building your bridge Stepping Stone 1**

WHAT DO I ALREADY DO WELL IN THIS AREA?	WHAT IS SOMETHING NEW I COULD TRY?
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

WHO OR WHAT COULD HELP ME ACHIEVE THIS CHANGE?	HOW LONG DO I WANT IT TO TAKE?
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

the *empowered* educator  
inspiring ideas and resources for daily learning







# Stepping Stone 5

## Time Management, Organisation & Leadership



- Encourage opportunities for **networking and capacity building** both offline and online.
- Find ways to encourage all educators to **highlight their strengths** and share their skills.
- Consistent and empowering **staff orientation and induction** process
- An environment and service that encourages **retention and continuity** of educators.





# Stepping Stone 5

## Time Management, Organisation & Leadership



- Review service QIP every 3 months and put on the meeting agenda to update and document improvements as part of your regular process. **Include everyone.**
- **Review philosophy** and incorporate educator, parent and child input and voices.
- Create a procedure that ensures you **regularly seek feedback from educators** and families and review general service policies.

WEEKLY ADMINISTRATION & PLANNING CYCLE CHECKLIST

Week Beginning : \_\_\_\_\_

Number of Individual Child or group observations documented this week
Analysis of Learning (of documented observations) completed.
Forward Planning ideas/activities/suggestions recorded for next week's planning
Brief weekly (or daily) reflections and critical reflection notes have been completed.
Home Daycare/ Family Day care time-sheets/invoices/accounts/admin completed (if applicable)
Early Learning centre/room/group (if applicable) administration paperwork completed and filed (as required weekly).
Toy rotation organised for next week (if applicable)
Environment reflect
Notes/
Weekly

Quick Reminders & Notes for Educator's Monthly Connect & Grow Sessions  
Notes in this section can be used to inform & add to your **Connect & Grow Action Guide**.

Date	Educator Name & Notes for Next Mentor Session

**Let's Chat!**

Are there any challenges you are currently facing at work or home that might be impacting on your work performance?

Have you engaged with any professional development, training, tools, reading or resources this month?

Child Name: \_\_\_\_\_ Observation Date: \_\_\_\_\_ Educator: \_\_\_\_\_

The Learning Journey

www.theempowerededucatoronline.com

### Quality Area 2 - Children's Health & Safety

What am I doing well in this area right now to ensure the children in my care are safe and healthy?

What could I do a little better to involve families & embed health and safety activities into my program?

What actions could I take to implement these changes or improvements?

Date Each Change Completed	How will I measure the success of this change?

The Empowered Educator Online

Do you believe that \_\_\_\_\_ is respectful of your family culture, values and requirements?

Do you feel comfortable approaching educators to discuss concerns or ask questions about your child/children?

I have been provided with opportunities to contribute to this early learning service.

The educators are consistent and respectful when dealing with children's behaviour.

The centre/EDC service is usually clean and meets my standards when I arrive with my children.

Do you feel that the food provided at \_\_\_\_\_ is healthy, varied and nutritious?



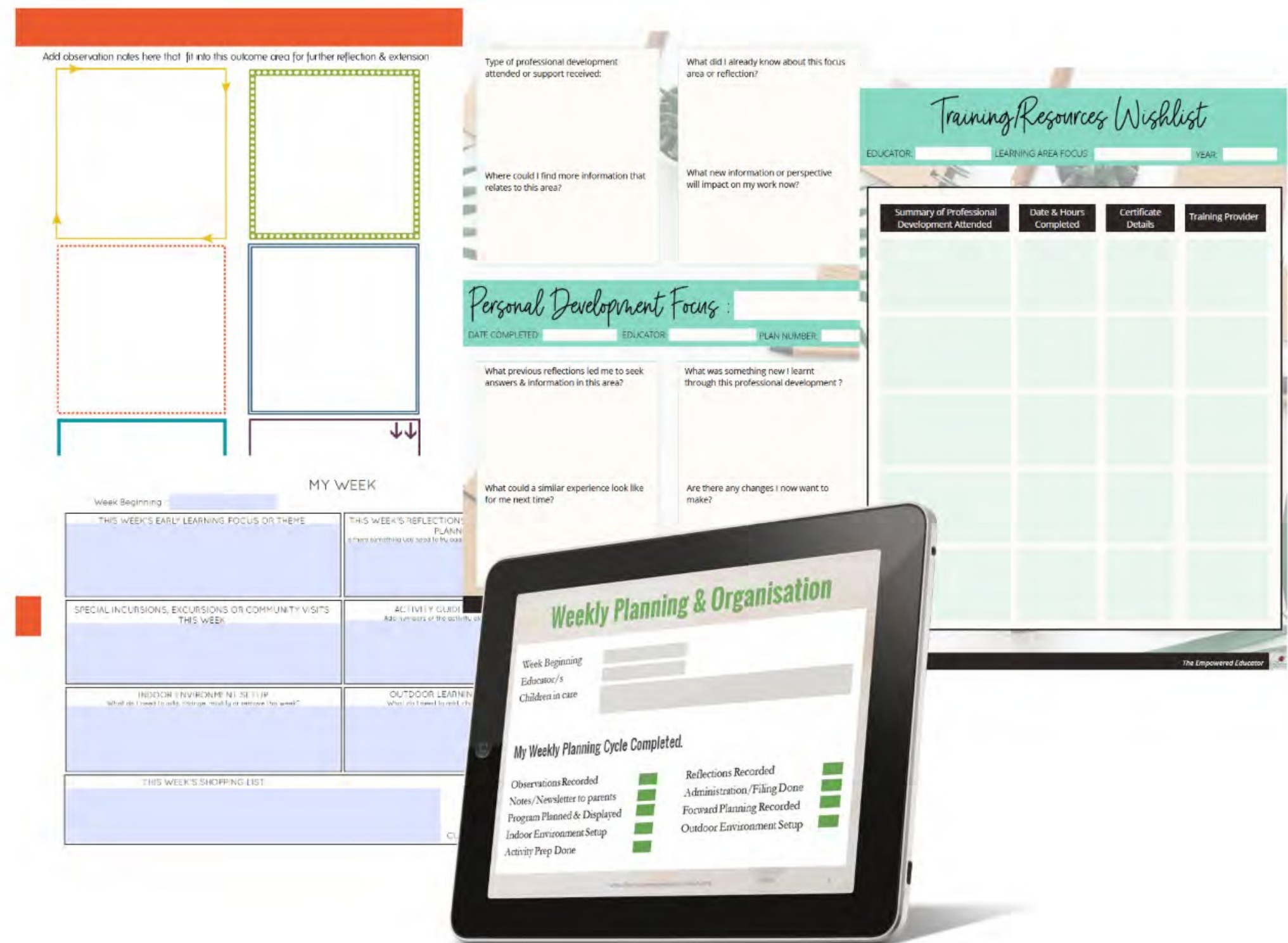


# Stepping Stone 5

## Time Management, Organisation & Leadership



- Setup an **efficient & welcoming enrolment process** for new families that all staff and educators can complete if needed.
- Procedure for **supporting vulnerable families** and adhering to child protection processes.
- **Performance review systems** including professional development plans
- Use of **digital and technological tools** along with relevant support & training.

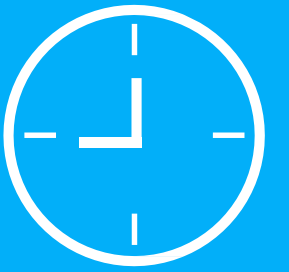






# Stepping Stone 5

## Time Management, Organisation & Leadership



- The planning cycle is **setup effectively to save time.**
- Daily, Weekly and Monthly **processes and checklists** are in place to save prep and planning time.
- Educators are **clear on their role and responsibilities** and know how to ask for help or further professional development.
- The environment is set up so resources are **easily & quickly accessed, stored and rotated.**





## Stepping Stone 6



# The Slippery Stepping Stone or is it a BRIDGE?

## Documentation & Assessment

.....when used as just ONE PART of an overall educational program can achieve exceeding standards and learning outcomes without educators becoming overwhelmed, frustrated and unempowered.







## Slippery\_ Stepping\_ Stone 06

# How do we turn it into a bridge?

Documentation is only a small part in the overall educational program and children's learning journey. It doesn't need to be a whole stepping stone on it's own as it is actually the mortar that brings everything together to build your bridge.





# Weaving through the Stones

- Embedding quality practices throughout our program and interactions
- Setting up and maintaining our environments
- Putting processes in place to keep everything organised and save us time
- Using effective communication techniques and tools to ensure we connect and engage in meaningful collaborations with families, children, our community and other educators.







# Weaving through the Stones



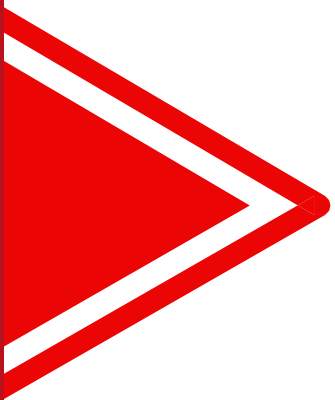
- To engage in a regular process of self assessment and ongoing improvement that also informs our planning system
- Confidently explaining what we do and why to others - including assessors.
- Finding and embracing new opportunities to grow, build on our skills and share knowledge with others.







## My Top 5 Reflection Prompts for Documentation & Assessment



Does everyone on the team understand the difference between critical reflection and regular reflection....and how to use it to inform forward planning?





Do you as an educator feel you are clear on what your service expects in terms of documentation and assessment or are there questions you need to ask? As leaders, do you answer those questions and provide the clear guidelines, support and training required?

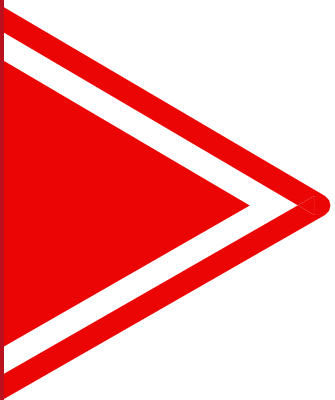


How do you incorporate child and parent voices into your planning?





## My Top 5 Reflection Prompts for Documentation & Assessment




How can you demonstrate links to learning outcomes and/or frameworks if you didn't write numbers, colours or codes on your program?





Do you understand how to write a meaningful observation, analyse the learning that took place and use this information to extend a child's learning journey and strengths? Are you clear on how many observations you are expected to complete?




my action steps  
**What will move you forward?**

☐ 


☐ 


☐ 


☐ 


☐ 


the quick quiz  
**Identifying strengths & challenges**

? Can I confidently explain what I do with my planning, environments & day to day practice to another educator who doesn't work with me? 

? Can I easily collect and show evidence of my practice if asked? Do I know where everything is filed/stored? Do I know when I last updated this information? 

? What in-action moments would someone see if they observed my current environment, the children or my role as an educator during day to day practice? 

? What are my stepping stone strengths to build on? 

? What are my stepping stone challenges to work on? 

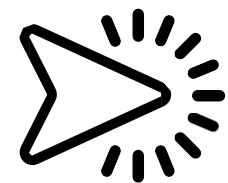
As an educator, your contribution to your service's assessment and rating visit can really make a difference – no matter your role!

Make sure you keep the completed workshop action guide as evidence of your self assessment, reflection and goal setting!





Do you have a  
question?



<https://bit.ly/jointheeehub>



# Hi Empowered Ed!

Thanks for downloading this resource for educators. If you have any questions or would like to request permission to share anything in this resource please email [support@theempowerededucatoronline.com](mailto:support@theempowerededucatoronline.com)

## Please note the following information before using...

I hope you find this resource useful – I love creating resources to support educators in the important work that they do! All downloads are Copyright protected to TheEmpoweredEducator2019 Not to be distributed, transferred, or shared in any form.



### Personal Use Only

This document is for your own personal use. You agree that you will not copy, reproduce, alter, modify, create derivative works, or publicly display any content from my downloads (except for your own personal, non-commercial use).



### No Redistribution

This document is for your own personal use. You agree that you will not copy, reproduce, alter, modify, create derivative works, or publicly display any content from my downloads (except for your own personal, non-commercial use).



### Clipart/Images

All images used in this printable document are my owned by me with the appropriate licences or I have gained permission to display (for non commercial purposes only) by the original owner. All images in this resource are therefore copyright protected to The Empowered Educator. They cannot be reproduced or used in whole or part, for any reason.



### You May Not

Alter or sell my files. All file are for personal use only. You may not use my items for sale or profit, i.e. print them off, laminate them and sell them to others.

**Enjoy your new resource!**

