

Dear Nominated Supervisors,

Welcome to 2017 and Centre Support's new weekly learning activities. We've made many changes to the activities based on extensive customer surveys:

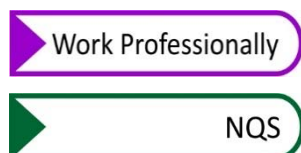
- We're focusing more closely on helping room leaders improve their leadership and management skills to ensure educators are effective at doing their job and sharing the workload
- We're showing room leaders how to manage staff who don't have the right attitude for early childhood out of the service
- We're focusing intensely on the behaviour management skills of all educators so everybody has a pleasant time at the service.

As usual we'll link every aspect to the Regulations, NQS Elements and EYLF/MTOP to ensure all staff have that extra confidence when it comes to assessment and rating. I'm looking forward to working with you.

New symbols

We've developed some new colour coded symbols to help staff through the activities. Using four colours we'll show you who or what the information and activities are about:

1. Employees - **YELLOW**
2. Other people eg families, children, visitors etc - **BLUE**
3. Processes eg evaluate, extend learning, reflect, set goals etc - **PURPLE**
4. Documents including the Regulations, NQS, job descriptions - **GREEN**.



4.2.2, 7.2.2, 7.2.3

Why are you running out of time?

William Oncken Jr. and Donald L. Wass thought about this in 1974 and ended up using the analogy of monkeys to describe what happens to your time. They observed that many problems arise because staff don't know how to deal with their problem and then they decide to throw their problem (or monkey) onto others. Imagine all the problems you are given as, time wasting, wriggling, demanding monkeys on your back that were never your monkeys but which you need to do something about it. These monkeys come in all different breeds.

For example, you get a call from the preschool room as a child's behaviour has become a monkey ready to be thrown onto your back. In you go and out you come with a little monkey named Jackson. You are now a monkey entertainer which leaves you no time to do what you need to do as Jackson the monkey is in your office. Then you may make the mistake of going into the toddler's room and the room leader says "we have a problem." They describe this problem in great detail and want you to do something about it. This is the trainee breed of monkey, who doesn't have the skills to do anything. They can't interact with children, can't do a nappy change and don't have the skills for early childhood.

Now you have two time wasting, wriggling, demanding monkeys on your back, but wait, a parent is now ringing to give you another monkey in the form of a lost item of clothing. You put the phone down, turn around and an educator is in tears at your door as she throws you her monkey before walking out the door. This is a magical, just appeared, sickness breed of monkey.

See how Oncken and Wass describe the monkey plague that becomes your management chaos so beautifully. Let us suppose that ten educators are so thoughtful and considerate that they let two monkeys leap from each of their backs to yours in any one day. In a five-day week, the Nominated Supervisor will have picked up 100 screaming monkeys—far too many to do anything about individually. So you spend your precious time juggling educators' issues (monkeys) while leaving no time at all to do what a Nominated Supervisor has to do. Welcome to the world of early childhood.

Week 1 30 January to 3 February 2017

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What should have happened?

Educators in the preschool room needed to step up and increase their skills in building relationships with children and managing challenging behaviour. In my experience most, if not all, behaviour problems come from disengaged educators who can't build relationships with families, which in turn means they can't build relationships with children. These educators are then unable to create curriculum that is meaningful to the child. What they create is something that is easy for them eg getting activities out of the storeroom and plonking them on tables without engaging with children. The child becomes bored out of their brain and disengaged. Through their behaviour (which is the only way many can communicate this type of problem) they tell educators that the rubbish from the storeroom doesn't interest them and they'll behave this way until they get another form of attention.

The trainee problem comes from the room leader not having enough structure in the room for educators and trainees, and not taking the time to show rather than just tell them exactly what is required as part of their job. The phone call is an extension of this problem, in that educators are not being held accountable to their job and room leaders are not managing their room and children.

The sickness problem comes from not effectively managing educators' sick leave (eg allowing excessive sick leave to be taken) or not enforcing sick leave policies.

Reflect

This week I want you to start identifying the monkeys and when people throw their monkey onto your back.