



Educational Leader

The best educational leaders do two things.

1. Work alongside the educators in the room
2. Never tell educators what to do, instead ask reflective questions to help the educators identify problems accurately and work out themselves how to solve them.

Case study: You see something that is not working in the room you are working with. The transition from outside to inside was a mess, no educators were ready for the children, the group/room leader knew what was about to happen but didn't communicate it well to the other educators or children. Children are wandering and not doing what is required.

Ask your educators,

"I feel that transition didn't work as well as it could have, what do you think was the problem?"

*"What were some of the **good things** about what just happened in the transition?"*

*"What are the **not so good things** that just happened?"*

Now ask your educators to consider the **disadvantages** of not changing practice:

*"What **worries** you about the way we transition from outside to inside?"*

*"What **difficulties** or hassles have you had with the transition from outside to inside?"*

*"What is there about our behaviour as educators during this transition that other people might see as reasons for **concern**?"*

Now ask your educators to consider the **advantages** of change:

*"How would you **like things to be** different with this transition?"*

*"What would be the good things about **solving** this transition problem?"*

*"If you could make this change immediately, by magic, how might things be **better for you**?"*

*"What are the main **reasons** you see for making a change?"*

Now you need to suggest the intention to change:

*"Never mind the 'how' for right now—what do you **want to happen**?"*

*"So, what do you **intend to do**?"*

Suggesting optimism about change:

*"What do you think **would work for you** if you decided to change?"*

*"How **confident** are you that you can make this change?"*

"Who could offer you helpful support in making this change?"

Here is some feedback from educators who changed after using these reflective questions and are now using the visual routine with success.

Nikki - It makes educators more organised and my older children study the routine and children in the other rooms are asking 'can I see what you are doing'. They are great to remind children how to get back on track. A child didn't want to sit at the mat, so we showed him the board and he then moved to the mat, which reminded me how visual some children are.

Tristan – The children see what they need to do, it has made the room calmer and moving to different activities is a lot easier.

Kerrie - It's great, the kids look at the pictures and understand what is coming next. The three pictures are great.

Johnise - I've noticed that our 2 yr olds don't have the concept of time as not all understand when we give them a warning. We need to show the cards closer to the change of activity.

Fatema - it gives me the confidence to know what to do and allows me to plan.

Week 1, 1-5 February 2021- 1.1.3 Program learning opportunities

Delivery and Collection of Children Policy OSHC

- All children must be signed in and out by the person who delivers or collects the child. If this person forgets, they will be signed in or out by the nominated supervisor or an educator.
- Children can only be collected by a parent, authorised nominee, or a person authorised by a parent or authorised nominee to collect the child
- Children may leave the premises if a parent or authorised nominee provides written authorisation
- No child will leave with an unauthorised person. If the person becomes aggressive or violent and will not leave the Nominated Supervisor or educator will implement lockdown procedures and ring the police
- No child will leave with anyone not known to educators. The person must be able to produce photo identification if required
- If a parent collecting a child appears to be intoxicated, or under the influence of drugs, educators will inform the police of the circumstances, person's name and vehicle registration number if they insist on taking the child
- If an authorised nominee appears to be intoxicated, or under the influence of drugs, and staff feel the person is unfit to take responsibility for the child, they will not let the child leave with the person. They will contact the parent and advise that another person needs to collect the child
- If a child has not been collected by closing time, the Nominated Supervisor will:
 - try to contact the parents or other authorised nominees
 - if unsuccessful, leave a voicemail or SMS advising someone will wait up to 30 minutes before ringing the police or Child Protection
 - wait for 30 minutes and, if the parents or authorised nominee has not arrived, ring the police or Child Protection for guidance
- Parents must authorise educators to deliver or collect children to or from school in writing
- Educators will follow a documented procedure (see Policy) when delivering children to and collecting children from school to ensure the safety of all children.

Do you have any feedback or comments about these policies? Please include below.

Educator's Name	Educator's Signature

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