



Educators

Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

Case Study - Critical Reflection

After critically reflecting upon the actions of the educators a centre has identified three worrying themes and have called them the **WWW** problem.

1. Wandering educators
2. Wandering children
3. Waiting children

If we see any of these behaviours, we know we have a problem which links back to this week's element, 7.1.3 Roles and responsibilities. The main things to think about is if you see the **WWW** problem, you need to teach educators new skills or if you are the **WWW** problem then you need to be open to learn new skills.

Action from critical reflection

Lucy aged 19 is a new room leader. She is enthusiastic, and willing to learn. She also has the biggest room in her centre with 20 toddlers and four educators. There are three boys in her room who are very energetic. She and the educational leader identified the **WWW** problem and they are slowly and systematically working on addressing each issue they see through critical reflection, then changing practice, then critically reflecting again, while always remembering

NOT EVERYTHING IS GOING TO WORK THE FIRST TIME.

First issue identified - educators were wandering, and not always prepared to interact and play with the children.

What is the underlying problem? Digging deeper it was discovered that educators are not coming to work prepared to develop activities to extend children's interest. They were hoping that the toys and equipment could do the job, but connecting this back to the element 7.1.3 Roles and responsibilities, and the sector we work in, it is our role and responsibility to always be discovering what children know, can do and understand, then extend upon this. Planning for this can happen at rest time, your program time, and usually takes no more than 10 minutes.

The first action from critical reflection – excursions into the community to extend on children's interest

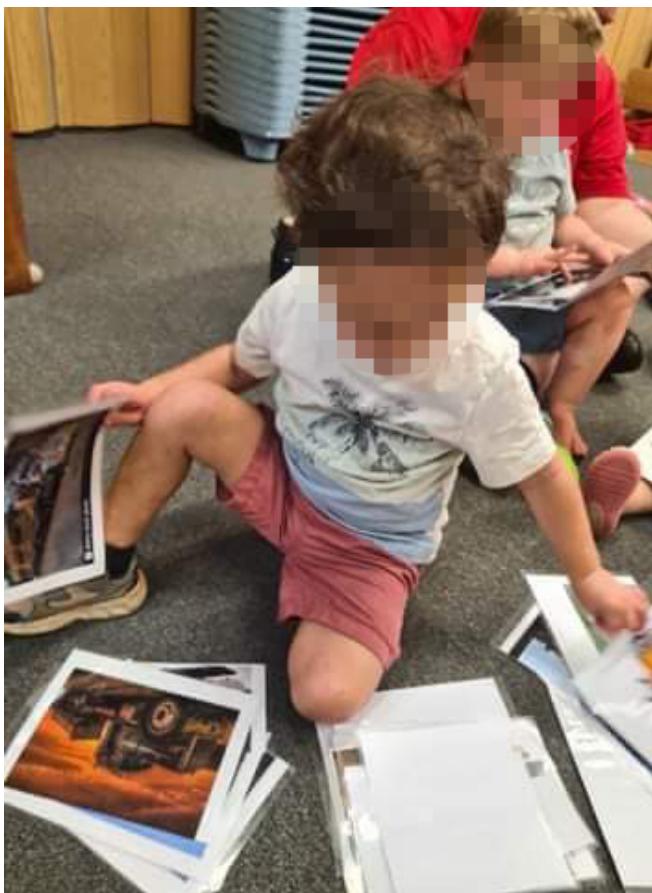
To build on Zeke and AJ's interest in trucks the children embarked on an excursion to see how many trucks we could find in our local community!

We saw lots of different trucks including a Midwestern Food truck and a Tow Truck.



When we returned to the centre Miss Tara and Miss Georgie facilitated a large group learning activity using photos of different types of trucks and photos of the

different tasks truck drivers undertake as part of their job such as loading/unloading freight, operating tailgates and lifts, checking load restraints and tyres, and filling the truck with petrol.



Zeke and AJ were engaged and active participants throughout the group time, excitedly recognising and verbalising a fire truck, cattle truck and tow truck (L/O 4.1). Zeke was so amazed to see how many cars can fit onto a car carrier truck as well as a truck carrying large mining equipment. Miss Tara built on her knowledge of Kaydan's family and his mum's job at Woolworths, and showed him a Woolworths truck asking "Kaydan, where does this truck work?" Kaydan instantly and excitedly exclaimed "Woolworths!"

When all educators start their day with activities planned to support the real interests of children their day is a joyful experience.

The truck experience can go for days and days or even months. Remember never to be scared to conduct the same excursion looking for trucks every day for a

month. You will be able to extend upon each excursion every time you leave.

The only resources required were printed photos from the internet of different trucks.

The theory of community – Colwyn Trevarthen, Professor of Child Psychology at the University of Edinburgh, says children don't need teachers, they need to have experiences in their local community seeing real people do real work .

If we were to look at the Law, Regulations and the NQS it gives a very clear picture of what needs to occur. I have summarised this into the 7 points below.

1. Protecting children from harm and ensuring their health, safety and wellbeing
2. Developing partnerships with families
3. Developing trusting, meaningful relationships with children
4. Developing a learning program for children
5. Developing relationships with people, groups and organisations in the community
6. Working together as a team
7. Understanding and implementing the Regulations, NQS, policies, procedures and learning framework.

Let's focus on point 6 - Working together as a team and the **W waiting children**. Critical reflection once again identified a problem where educators did not know exactly what their role was. Transitions between activities were unsuccessful. The underlying problem was a lack of communication and not all educators knowing all the small steps to all parts of the routine.

There are five simple steps to a transition.

1. Know the time of the transition.
2. Know what to do during the transition so you can work as a team.
3. Get the necessary resources ready before the transition.
4. Show the transition to children and warn them it's coming up.
5. Conduct the transition.

Let us have a look at the transition in the routine and work out all the little steps and roles for each educator for it to be a success.

Week 2, 8-12 February 2021- 7.1.3 Roles and Responsibilities

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Routine	Room Leader	Educator 1	Educator 2	Educator 3
 <i>outside play</i>	Starts the transition to lunch process. 1 Knows lunch time. 2 Educators ready. 3 Resources ready. 4 Children given warning time plus shown visual routine on board. 5 Transition starts.	Stops playing and starts setting up the tables with food on each table for self-service. May take a couple of children to help.	Room leader directs E2 to get ready for rhymes in 5 mins which means getting children over to the rock area for reading and rhymes.	Room leader directs E3 to get ready at the bathroom for hand washing in 10 mins after E3 assists children to the rock area for reading and rhymes.
 <i>rhymes</i>	Room leader ready with books and folder of rhymes on the rocks outside.	E1 has lunch ready for children and supervises out the door just in case RL needs help.	E2 moves children over to RL ready for reading and rhymes.	E3 moves children over to RL ready for rhymes. When children settled E3 goes to bathroom ready to assist children.
 <i>wash hands</i>	RL sends 2-3 children at a time to the bathroom to wash hands. Continues with rhymes until all children have used the bathroom.	E1 ready to assist in bathroom if needed	E2 ensuring smooth transition to the bathroom occurs.	E3 accepts 2-3 children at a time and assists with hand washing then sends to lunch tables.
 <i>lunch</i>	RL resets the visual routine board ready for the rest and sleep transition, then sits and eats with children.	E1 sitting ready to direct children to sit and start self-service and eating.	E2 moves to the room and assists by sitting on the tables and talking about interesting things that are of interest to children.	As the last child washes hands E3 moves to the tables and eats with children at a table. E3 talks about interesting things with the children.

With a lot of practice this transition into the routine has started to work well. Again not everything will work perfectly the first go. It's all about continually talking about the success and not so successful parts and adjusting. This process is also known as critical reflection.

Our next focus is point 7. Understanding and implementing the Regulations, NQS, **policies, procedures** and learning framework.

Do you understand Regulation 170 Policies and procedures to be followed?

(1) The approved provider of a centre-based service must take reasonable steps to ensure that nominated supervisors and staff members of, and volunteers at, the service follow the policies and procedures

required under regulation 168.

Penalty: **\$1000.**

Under Fair Work laws (eg Reg 1.07) serious misconduct includes conduct that causes serious and imminent risk to the reputation, viability or profitability of the employer's business. Employees cannot put their employer's business at financial risk.

This is exactly what you're doing if you are not following required policies and procedures and the service is fined, or could be fined eg \$1,000 for not following service policies.

How many times do educators make things up because they're unaware of the Regulations or just don't care? Remember if you're going against your policies and procedures which are based on the Law/Regulations you're breaking the law and your employment can be terminated.

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The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives..” Pick one of the following reflection points to complete the table below:

- There are a couple of families that just drop their children off or pick them up and ‘run.’ How do you build stronger relationships with these families?
- The room’s often a mess and you feel like you’re the only one who cares or properly cleans and tidies up. What will you do?
- A parent says they’re worried about the height of a climbing structure outside? What will you do/say?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 a child		
 an educator		
 your families		
 theorist and current research		

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7.1.3 Roles and responsibilities

Week 2 - 8.2.2021

Monday to Friday



Complete your QIP

The information you write below can go directly into your QIP or Self-Assessment Tool (SAT) (NSW ONLY)

Instructions

For a MEETING QIP and Self-Assessment Tool (SAT)	For Exceeding the QIP and Self-Assessment Tool (SAT)
<i>Give an example of a time you've referred a parent to a policy/procedure to help explain your actions.</i>	<i>Give an example of an excursion that provided opportunities to really extend learning on various topics.</i>
<i>Give an example of a time you noticed something inside or outside that was unsafe and what you did about it.</i>	<i>Give an example of the interactions that led to you developing a more positive and trusting relationship with a child.</i>
<i>Give an example of a time you referred to the National Law, Regs or NQS when you weren't sure about what you should be doing?</i>	<i>Give an example of the support or mentoring you've given to a team member when they didn't have the necessary skills or knowledge.</i>
If you cannot answer these questions above the you are not meeting. This means you need to create an improvement plan and make changes to your practice	If you cannot answer these questions above the you are not exceeding. This means you need to create an improvement plan and make changes to your practice

Week 2, 8-12 February 2021- 7.1.3 Roles and Responsibilities

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Checklist

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 'meeting the NQS.' If you embed all the things in the checklist, then you are meeting the Element 7.1.3. If there's something on the checklist that you're not doing, then you need to either adjust your practice to do it, or ask for help and training to do what's on the checklist ie work with your educational leader or room leader who should teach/coach you how to do it.

The checklist keys to use.

E = Embedded I do that ALL the time

K = I know I need to do that, but I don't do it all the time

T = Please teach me how to do it or improve my understanding of why I need to do it.

Name Educator 1				
Name Educator 2				
Name Educator 3				
Name Educator 4				
Name Educator 5				

Laws and Regulations

	ED1	ED2	ED3	ED4	ED5
Do you understand how your practice meets your Service philosophy? (If it doesn't you should discuss with the Nominated Supervisor or raise at a staff meeting.)					
Do you regularly refer to the National Law and Regulations if you have a question about what you should or shouldn't be doing?					
Do you regularly refer to the NQS for guidance on how your practices measure up ie working towards, meeting or exceeding?					
Do you implement a curriculum that encourages children to achieve or work towards the EYLF/MTOP Learning Outcomes?					

Professional Interactions

Do you always comply with your Service Code of Conduct eg behave in a respectful, professional way?					
Do you always share your knowledge and practice with team members?					
Do you welcome and support new staff members?					
Do you discuss staff changes and their role within the Service with families?					
Do you always support the Educational Leader and willingly implement their ideas?					
Do you always support other leaders eg Nominated Supervisor/Room Leader through your actions and comments?					

Practice

Are you clear about your duties and responsibilities?					
Do you know who to go to for help or guidance?					
Do you understand it's part of your job to keep the Service clean and hygienic and willingly participate in cleaning activities?					
Do you regularly engage with your families eg encourage them to provide feedback, contribute to curriculum, participate in or lead activities, share their knowledge or culture?					
Do you discuss with families how you implement and embed your Service philosophy during your day?					
Do you regularly connect children with their community eg through excursions and activities that reflect your Service's unique location and context?					
Do your practices always keep children safe eg do you always minimise/remove hazards, report child protection concerns?					

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