



Educational Leader

Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.

Looking at the element in detail - A service reviewed what the NQF Guide said about element 2.2.1 and understood A service reviewed what the NQF Guide said about element 2.2.1 and understood educators:

- need to supervise children at all times to ensure their safety
- always need to be alert for potential hazards that may endanger children or cause accidents and injuries
- need to take actions (reasonable precautions) to remove or minimise identified risks of harm to children.

ACECQA recently released several Policy and Procedure Guidelines including one for 'Providing a Child Safe Environment.' ACECQA indicated that a child safe environment covers the Physical Environment, Staffing, Child Protection and Supervision. A couple of the points ACECQA made in relation to Supervision which you could consider include:

- practices you have or will put in place to promote **teamwork and good communication** among educators to ensure adequate supervision
- regular **reflection on supervision strategies/plans** to ensure they promote children's best interests (and keep children safe).
- coaching or training in skills which increase educators ability to **build positive relationships with children** eg in behaviour guidance and children's agency.

In relation to **Teamwork and Good Communication**, here are some tips for creating and maintaining effective teams:

1. Recognise and value each team member's strengths, talents and interests.

Each educator will have at least one positive attribute that's an asset to the team and it should be used to the team's benefit eg if Sally likes gardening and the outdoors encourage her to lead projects teaching children and educators about sustainability and how to create outdoor learning environments

2. Identify each educator's issues or needs and reflect on how to help them overcome these.

Where educators have an identified 'skill deficit' take action to help them improve and gain confidence in this area eg not confident talking to families so pair with another educator who is confident and effective in communicating to build on skills.

3. Value all team members equally.

All educators, regardless of their experience, should have equal rights, including the right for their view to be heard and genuinely considered. If this doesn't happen it will not only impact the team's effectiveness, it may be seen as a form of "bullying."

4. Have an open mind, be willing to listen to and learn from others, and to try new ideas and ways of teaching.

Just because you've never tried something, or you tried something a long time ago without success, doesn't mean it won't work now.

5. Make informed decisions.

If there are divided opinions, research and investigate the issue and bring findings back to the team to make informed decisions. Always use reputable sources. Centre Support may be able to help. Email admin@centresupport.com.au.

6. Be open, honest and accept professional, constructive criticism.

It may be difficult to receive criticism, but if done honestly and professionally, criticism can be a valuable learning experience. We often view criticism as a negative thing but criticism is also simply a critique or analysis which we can use to improve.

Week 26, 23 - 27 August 2021- 2.2.1 Supervision

7. Praise the efforts of other team members

We all need a little bit of appreciation and positive feedback to keep us focused and committed to doing our best. Without this we begin to feel like our efforts don't count or aren't valued. This leads to growing disharmony and the team becomes a group of individuals all with their own personal disgruntled agenda.

8. Celebrate the achievement and effort of the team in different ways.

Make sure you participate in any celebratory activities which are organised by your Service leaders, or maybe organise your own.

9. Meet regularly as a team.

Make sure all team members attend and contribute to team meetings. Use the meeting as an avenue for raising any issue or concern. If team members are absent they should read the meeting minutes and investigate anything they don't understand.

10. Communicate information and outcomes

The most crucial factor in teamwork is communication. All team members must be 'kept in the loop'. Make sure everyone is given relevant information, that messages are passed on and that all team members know when things are happening. You could use a diary or a white board in the staff room.

11. Grievance resolution

Resolve grievances in a professional, mature and effective manner. Grievances can emerge when individuals don't consider the effect of their actions on others, or there's nastiness that should be left in the high school playground. Team members should speak directly to the person with whom they have the grievance regardless of their position (always away from the children). If this does not resolve the situation or the situation escalates then advise the Nominated Supervisor or Complaints Officer immediately so they can intervene to resolve the conflict.

12. Individual team members must reflect on how their actions affect other team members.

Each team member must consider how their actions impact other team members. It may be as simple as not washing up your dishes after lunch, trying to ignore a

nappy that needs to be changed, or arguing it isn't your turn to clean the bathroom or put resources away in the correct place. Thoughtless actions such as these can fester into unhappy teams. It doesn't take much to do the right thing.

Week 26, 23 - 27 August 2021- 2.2.1 Supervision

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Staffing Arrangements Policy

Policy includes requirements:

- for minimum educator to child ratios
- for adequately supervising children including issues which may affect this
- for always supervising educators under 18 years of age
- ensuring students and volunteers are never left alone with any child
- to have an Educational Leader and Early Childhood Teachers (ECTs)
- to always have a 'responsible person' present (ie one of approved provider, nominated supervisor, person in day to day charge) who "hands over" responsibility for the role to another eligible person if they leave the service
- for educator, Educational Leader and ECT qualifications, including first aid and child protection clearances
- for experience and fitness to hold 'responsible person' positions
- for fitness and propriety in persons dealing with Child Care Subsidy
- to design and implement rosters to promote continuity of care.

Tobacco Drug and Alcohol Policy

- The consumption of alcohol, tobacco and illicit drugs by any person is banned:
 - inside or outside the service, including in the car park
 - on incursions/excursions, while travelling with a child, at educator/parent meetings, or at any work related social activity where children are present
- In relation to social events at the service involving service families:
 - smoking is prohibited
 - alcohol may be consumed outside work hours if children are not present. Alcohol may only be brought into the service immediately prior to the event, and only after all children have been collected. Any leftover alcohol will be removed from the premises immediately after the event ends.
- Any alcoholic gifts given to staff will be immediately removed from the premises and alcohol will not be stored on the premises
- No-one will attend the service if affected by alcohol or drugs
- No smoking signs will be displayed at the service.

Do you have any feedback or comments about this policy? Please include below.

Educator's Name	Educator's Signature

Week 26, 23 - 27 August 2021- 2.2.1 Supervision