Educational Leader

Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

Looking at the element in detail - A service reviewed what the NQF Guide said about element 7.2.3 and understood performance evaluations involve:

- review - of position description, philosophy, previous training plan, achievements and contributions
- planning and improvement - identifying opportunities, building on strengths, setting clear goals and timelines, professional learning and support strategies.

Goal setting is an important part of professional development. We're more likely to achieve our goal when we:

- value the outcome
- believe it's attainable through our actions (self-efficacy)
- are involved in setting and implementing it
- receive feedback on progress made (this is particularly important for long-term goals).

The GROW Coaching Model incorporates these points and helps Educational Leaders, for example, have a conversation with educators about:

1. **G**OAL - what they want to achieve
2. **R**EALITY - what's happening now
3. **O**PTIONS - what they could do
4. **W**AY FORWARD - what they'll do

Part of achieving our goals is also acknowledging and changing any bad habits that hold us back. There are several stages educators will go through in this process:

Stage 1 Unaware
An educator is basically 'unaware' of their behaviour or how it affects others.

Stage 2 Unengaged
An educator is now aware of their behaviour but believes it isn't a causing problem.

Stage 3 Consideration
Something happens and educators understand their behaviour is causing a problem. They start considering whether to act. However, many things compete for their attention and they may decide to act or not act.

Stage 4 Do Not Act
Some educators may actively 'decide not to act' even though the perceived threat may be high (eg warning letters etc). This is very different from intending to act but then not doing so. These educators may not progress further than Stage 4.

OR

Stage 5 Decide to Act
Some educators enter a 'decide to act' stage but this doesn't mean action will always follow. Many will need further motivation before they act eg warning letters.

Stage 6 Action
Educators act to achieve a desired goal.

Stage 7 Maintenance
This final stage is about maintaining the goal outcome. Some behaviour processes are not long-lasting, and you will need to start goal setting and coaching for change again.

How can you use this Model to improve the quality of the educational program?

CCTV Policy

We may install CCTV cameras to help ensure the safety and security of our children, employees and visitors.

If we install CCTV cameras we will:

- notify employees and families in writing at least 14 days before use
    - when they will start recording
    - whether they will record footage continuously or intermittently
    - the period of surveillance
    - how long the footage will be kept
    - who has access to the footage
    - when and how the footage will be deleted
    - that they may consult with the Nominated Supervisor about the surveillance
- display signs telling people CCTV cameras are in use
- record vision but not sound
- never use it in adult or children's toilets, bathrooms or change rooms.

During the 14 day notice period we will consult with employees and families.

We will give new employees or families a copy of the CCTV policy before they start.

Educator and Management Policy

Contains:

- Code of Conduct which we'll cover in Week 37
- Procedures if staff wish to babysit outside work hours
- Management responsibilities
- Procedures for managing visitors
- Communication procedures including procedures for meetings and business communications
- Performance development and performance management guidelines
- Work health and safety issues – bullying, harassment and discrimination, stress management
- Orientation procedures for new or returning staff
- Procedures for managing students and volunteers.

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

Educator's Name	Educator's Signature

Week 29, 13-17 September 2021- 7.2.3 Development of Professionals