Educational Leader

Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect

Looking at the element in detail - A service reviewed what the NQF Guide said about element 4.1.1 and understood the effective organisation of educators:

- supports children to engage in meaningful learning and interactions with educators
- ensures the safety and wellbeing of children.

This week we're looking at the theorist Deleuze, who says when people interact with others and the world they automatically group people and objects. This is useful when it helps us make sense of complex information. However it can also be limiting if it stops us seeing the potential of how things might be and acting accordingly.

Deleuze says there are three ways we can form our groups and uses different types of lines to explain this:

Rigid lines: clearly recognisable groups eg boy/girl, Chinese/European, poor/rich, young/old, working towards/meeting/exceeding, activities governed by the clock/activities which are flexible.

Supple lines: allow for compromises and 'leakages' outside the strict rigid groups eg we might think certain activities and environments are suitable for younger primary aged children, but sometimes we might include them in upper primary activities while still viewing them as 'little children.'

Lines of flight: the groups 'rupture' and we don't see things as strict groups. When this happens there is the potential for new, different and unknown outcomes.

Deleuze doesn't say which approach is better. We may need the strict organisation of rigid lines for example. But educators need to be aware of the other approaches and consider which may be appropriate in the situation.

Deleuzian theory is useful when reflecting on children's sense of belonging. Do educators and children construct boundaries and include or exclude particular people based on certain criteria? Two things often affect the way we group people - how different they are to us/the majority, and how much power they have. Children's sense of belonging will be affected by their understanding of which groups they are and are not a part of. There are many potential areas of inclusion and exclusion in ECEC settings, including age, disability, obesity, language and ethnicity. Australian research has also found gender, skin colour and culture as factors for inclusion/exclusion.

The Theory is also useful when reflecting on the organisation of educators, because the perceived abilities of children, for example, based on their age, special needs, gender etc has the potential to impact things like which groups of children educators teach and care for, where particular educator strengths are best used and what activities and experiences children have opportunities to participate in.

Are your educators organised in ways that promote children's sense of belonging, or in ways that enable 'lines of flight' perspectives when appropriate? What action will you take?
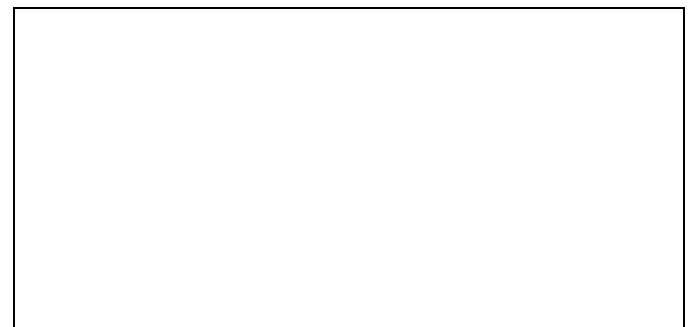
Record Keeping and Retention Policy

This Policy details records that must be kept for the following, and what those records must contain:

- Nominated Supervisors, 'Responsible Persons,' Educational Leaders, and other staff, students and volunteers including in relation to:
    - o qualifications including those educators are 'working towards'
    - o working with children checks
    - o details of educators working directly with children
- enrolled children including in relation to:
    - o medication records
    - o incident, injury, trauma or illness records
    - o enrolment records
    - o attendance records
    - o learning documentation.

The Policy also contains records that must be kept in relation to compliance with

- the National Education and Care Law and Regulations
- Family Assistance Law (Child Care Subsidy).

The Policy also explains the length of time records must be kept for.

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

Educator's Name	Educator's Signature