



Educational Leader

Every effort is made for children to experience continuity of educators at the service.

Looking at the element in detail - A service reviewed what the NQF Guide said about element 4.1.2 and understood practices that promote long-term employment of staff and educators in turn support improved outcomes for children and families.

This week we're looking at Dan McAdam's Life Story Process to understand the different personality traits that motivate people to do their job well. Through a series of questions and answers the Process explores a person's life history ie their highs, lows, turning points, memories, challenges, influential figures, favourite stories. The Process uses these to see if a pattern or theme to the person's life can be identified.

For example, some life stories may reveal an 'agentic' theme where people strive for:

- **power/status** where they attain a heightened status or prestige among peers by receiving special recognition or winning a contest or competition or
- **achievement/responsibility** where they attain success in the achievement of tasks, jobs, goals or important responsibilities or
- **self-mastery** where they strive to successfully master, control, enlarge, or perfect themselves so they become a larger, wiser, or more powerful person or
- **empowerment/independence** where they are enlarged, enhanced, empowered, enabled, built up, or made better through an association with something larger or more powerful than themselves.

Other stories may reveal a 'communal' theme where people strive for:

- **friendship** where they experience an enhancement of friendship towards another person or

- **dialogue** where they experience a reciprocal and meaningful form of communication or dialogue with another person or group or
- **care/help** where they provide care, assistance, nurturance, help, aid, support or therapy for another, promoting physical, material, social, or emotional welfare or well-being for another person or
- **community/togetherness** where they experience a sense of unity, harmony, synchrony, togetherness, belongingness, allegiance or solidarity with a group of people, a community, or even all of humankind.

Some stories might be high on agency themes, high on communion themes or contain a mixture of both.

Research has consistently found themes of agency and communion which are present in peoples' life stories are associated with their motivational tendencies.

Being able to identify what motivates your educators to continually improve will promote continuity of staffing and care and improved outcomes for children. What will you do differently now that you have reflected on the above?

Week 35, 8-12 November 2021- 4.1.2 Continuity of Staff

Death of an Educator Policy

Contains procedure to follow if an educator or staff member dies at the service including:

- immediately calling ambulance and following any instructions
- immediately calling police and following advice
- immediately notifying Work Health and Safety Regulator and following instructions
- notifying the Regulatory Authority (Department) within 24 hours of the death
- calling in relief staff if necessary for supervision/ratio purposes
- offering reasonable counselling/support services to children and staff, and family of deceased staff member.

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

Educator's Name	Educator's Signature