



## Educational Leader

*Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.*

**Looking at the element in detail** - A service reviewed what the NQF Guide said about element 4.2.1 and understood professional collaboration involves:

- co-operatively working towards common goals
- open communication, information sharing, joint planning and problem solving
- respecting and using diverse viewpoints, skills, experiences and backgrounds.

Critical reflection can be confusing, especially as the terms reflection and critical reflection are often used interchangeably in policy and practice even though they're different. The distinction between reflection and critical reflection is important. Not all reflection is critical. There are two other recognised types of reflection which is what many educators actually engage in:

### **Technical reflection**

- absolutist perspective - a right/wrong view where there's a single objective truth
  - one right way
  - common sense approach
- limited negotiation of others' perspectives or knowledge sources
- eg limited thinking of alternative or competing views
- single source of information to inform practice
  - accept others' perspectives without evaluating
- one-way communication

### **Practical reflection**

- subjectivist perspective - personal opinions and experiences used as information sources rather than evaluating competing claims using external evidence
- negotiation and integration of others' perspectives using personal opinion and experience rather than evidence

- more than one perspective considered without critical evaluation of the context or other perspectives
- typically, single source of information to inform practice
  - negotiate with others
- two-way communication typically with single perspective

Critical reflection on the other hand is when educators and staff take the following views, actions and communications.

### **Critical reflection**

- evaluativist perspective - multiple views are negotiated, evaluated and integrated through assessment, evaluation, and judgement of competing ideas, and includes questioning existing practices
  - includes broader considerations such as social justice and power imbalances
  - includes evaluation of competing views and self-reflection (understanding own reasoning)
  - leads to changes in practice
- negotiation and integration of other's views and external evidence
- multiple sources of information to inform practice, negotiate with multiple perspectives
- two-way communication with many perspectives and external evidence.

Source: Educators reflecting on sleep and rest time dilemmas in ECEC: where is the "critical" in reflective practices? By Brownlee, Irvine, Sullivan and Thorpe published 2020 The Australian Educational Researcher

Where are your educators at in terms of reflecting critically? What actions will you take?

## Acceptance and Refusal of Authorisations Policy

*Authorisations must be provided in writing prior to:*

- administering medication, medical treatment, and ambulance transportation
- excursions including regular outings
- transporting child including regular transportation
- photographing children, including posting photographs on any service social media accounts
- people other than parents (authorised nominees) collecting children
- disclosing child's personal information where this is not legally required/families would not expect disclosure

*Verbal authorisations allowed if:*

- there is a medical emergency (authorisations are not required for asthma and anaphylaxis emergencies)
- parents/authorised nominees unable to collect a child before service closes and authorise an alternate person to collect the child who we can identify.

## Code of Conduct (Educator and Management Policy)

*Ethical conduct principles:*

- Commitment to our philosophy and values
- Effective, open and respectful two-way communication
- Honesty and integrity
- Consistency and reliability
- Safe and healthy workplace for employees, volunteers, children and families
- Equal Opportunity workplace and culture

*Managers, employees and volunteers will:*

- carry work out efficiently, economically and effectively
- act honestly and with diligence
- make decisions or take actions fairly, ethically, consistently
- comply with our Privacy and Confidentiality Policy
- report (suspected) breaches of the Code
- include children and families in decision making processes
- implement age appropriate, culturally sensitive and inclusive activities/experiences
- comply with all service policies and procedures

*Managers, employees and volunteers will not:*

- engage in unethical or unprofessional conduct
- bully, harass, discriminate against, victimise, humiliate, intimidate or threatens others
- use abusive, derogatory or offensive language
- seek or accept a bribe or accept gifts/cash above a specified value
- use any service property without authorisation
- approach other employees or visitors on matters that don't concern them
- drink alcohol or use illicit substances on premises or work under their influence
- smoke on the premises including in the car park
- favour any child or develop close personal relationships with children outside work

*Families, visitors and children will:*

- respect the rights, dignity and worth of every person at Service

## Week 36, 15-19 November 2021- 4.2.1 Professional Collaboration

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- respect the decisions of educators/staff
- co-operate and follow classroom rules
- raise any concerns with educators or Nominated Supervisor

*Families and visitors will not:*

- drink alcohol or use illicit substances on the premises or enter premises under their influence
- smoke on the premises including in the car park
- have physical contact with children that are not their own unless a staff member is present
- bully, harass or discriminate against any child or adult at Service.

**Dress Code Policy**

- All employees must present a professional image with high standards of personal hygiene and grooming. Employees may be required to wear a service uniform. Clothing, including any uniforms, must be neat, clean and in good repair. Religious or cultural head covers are allowed. Fingernail length must not be long enough to unintentionally scratch children. Jewellery, makeup, perfume will be in good taste, with limited body piercing.
- Employees must comply with service policies and Government recommendations on relevant matters including sun safety, and WHS/OHS eg wearing sun safe hats and clothing when outside in high UV periods, safe, secure footwear.
- The Approved Provider or Nominated Supervisor may direct that certain items of clothing do not meet an acceptable standard of professional attire. Employees who do not meet a professional standard may be sent home to change. Persistent breaches of the policy may be subject to a disciplinary or performance review.

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

Educator's Name	Educator's Signature

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