



## Educational Leader

*Professional standards guide practice, interactions and relationships.*

**Looking at the element in detail** - A service reviewed what the NQF Guide said about element 4.2.2 and understood educators must understand:

- the National Law and Regulations, NQS, EYLF/MTOP, and Service Code of Ethics/Conduct, philosophy, policies and procedures
- attitudes, values and beliefs can impact practice.

In an Educational Leader role meeting element 4.2.2 might include the following:

- Identifying the knowledge and practice level of all educators and providing appropriate tailored support/coaching/mentoring to increase knowledge and practice
- Working collaboratively with educators to continually improve practice eg reviewing relevant theorists and current recognised guidance with educators
- Setting realistic, clear, achievable goals and expectations for learning
- Assessing and giving constructive feedback to educators about their curriculum and planning cycle to ensure nothing is missed
- Leading reflective practice
- Teaching educators how to document what children know and how they extended learning
- Ensuring information provided to families is presented professionally eg teaching educators to write clearly with correct grammar
- Teaching educators how to communicate professionally with families and community members eg greetings, eye contact, always acknowledge presence
- Conducting performance reviews with educators
- Modelling respectful and positive interactions
- Implementing adult learning principles (see week 3 2021)
- Complying with National Law and Regulations, NQS, EYLF/MTOP, and Service Code of Ethics/Conduct,

philosophy, policies and procedures at all times, and responding when educators do not eg through appropriate training and guidance

- Reflecting on personal biases and beliefs that may be limiting some educators' potential or ability to use their strengths or experience eg they could 't do this because....
- Not judging educators before really getting to know them
- Respecting the diverse skills of all educators
- Promoting inclusive environments for educators and children
- Supporting educators to effectively manage their time, daily routines and stress levels
- Coaching and mentoring educators in ways that encourage good educators to stay
- Supporting the NS to organise educators in ways that best suit children's learning outcomes and educators' goals

There are many other things we could include.

What do you think should be added? What could you focus on improving?

### Week 37, 22-26 November 2021- 4.2.2 Professional Standards

## Medical Conditions Policy

Educators and staff will:

- respect the privacy of children and families
- always follow a child’s Medical Management, Risk Minimisation and Communication Plans

The Nominated Supervisor will ensure:

- educators, volunteers and parents get a copy of this Policy if their child has a medical condition
- the Policy covers the management of asthma, anaphylaxis and diabetes
- no child attends the service without prescribed medication (including Epi-pens, asthma puffers)
- the enrolment record includes details of any specific health needs
- each child with a medical condition or health care need has a medical management plan prepared by a doctor, and risk minimisation and communication plans prepared by the service in consultation with families
- risk minimisation plans cover triggers for the condition and actions to reduce/eliminate them
- communication plans ensure staff and volunteers know about this policy, any medical plans, and how parents can provide updated information
- a child’s medical management plan, risk minimisation plan, medication and location are displayed in a prominent area (while respecting child’s privacy)
- information displayed in foyer includes child (no names) with anaphylaxis if relevant

Families will update the service if/when their child’s medication or health plans change.

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

Educator’s Name	Educator’s Signature