



## Nominated Supervisor

There are no specific Regulations applying to Element 4.2.1. This week we've included a Professional Collaboration Checklist.

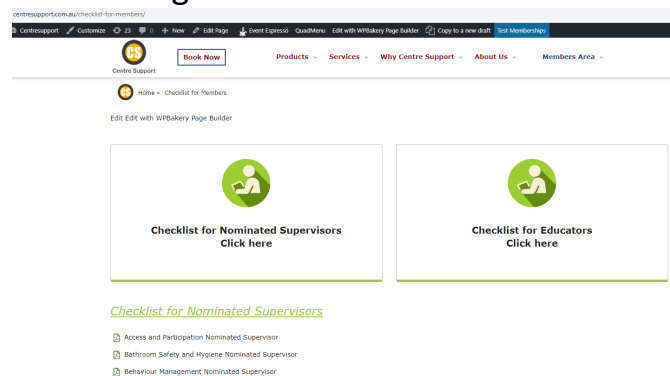
### Practices

Do you hold regular meetings with all staff to discuss and reflect on teaching practices, learning outcomes, staffing arrangements and service operations?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you encourage and support regular team meetings where staff can learn from each other, share their ideas, knowledge and new information and develop the team's skills?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there a consistent and effective process for documenting meetings eg with staff or between room/group leaders and educational leaders?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there a consistent and effective process for documenting reflections on practice and exploring new ways to achieve improved outcomes for children and families?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you pass on information about children and families that will help educators do their job (respecting families' privacy where relevant)?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you develop professional relationships with community organisations that can help promote learning outcomes and assist families and children?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you always professional and respectful when sharing information eg never engage in derogatory remarks about practice with any employee?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you create positive working relationships within the service and an atmosphere of openness to ensure educators and families feel welcome?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you willing to try new ways of doing things to achieve improved outcomes?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

### Staffing

Do you make sure all employees fulfil the requirements of their job so team members are not unfairly burdened ie do you effectively manage underperformance?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you make sure new employees or those needing extra support receive the coaching/mentoring they need to be an effective and happy team member?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you know the particular strengths of each employee and allocate them to roles where they can use those strengths?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you make sure employees share information with relief staff so they feel a sense of belonging and can make worthwhile contributions?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

**Remember:** If you need to use a checklist go to the members area of Centre Support's website where every checklist imaginable is available.



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

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## Answers from last week - Compliance test for educators

**Instructions: Nominated Supervisor is to** conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Miss Deanne asks if there are any Regs about which educators to include in different teams eg based on their qualifications and experience. Are there?	No, but elements 4.1.1 and 4.1.2 provide guidance on the things the AP/NS should consider (as we've discussed in this week and last week's PD.)	
Mr Guy asks why managers are concerned about keeping good staff? There are plenty of new recruits out there. What's your response?	The EYLF/MTOP learning outcomes are based upon the relationships children have with their family, educators, friends and community members. If there's a high educator turnover the relationships children are able to develop with their educators are affected, which in turn leads to lower quality learning outcomes. (This is apart from increased recruitment costs etc)	
Miss Jenna says new staff are always needed to 'freshen things up' and ensure current teaching practices are implemented. Is she right?	No. Long term staff can regularly engage in professional development to ensure teaching practices remain current. Centres that promote 'a culture of continuous improvement' get the best of both worlds – meaningful. Trusting relationships with children and families, and innovative, current thinking and practice.	

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Name of educator:

Questions	Response	Pass or Fail
Miss Jo asks if there's any Regs about professional collaboration. Are there?		
Mr Jay asks what it means element 4.2.1 means when it talks about collaborating with other educators/staff. Please explain.		
Miss Emily asks whether regular room/group/service meetings are required under element 4.2.1. What's your response?		

Name of educator:

Questions	Response	Pass or Fail
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The Federal Government's Fair Work website <https://www.fairwork.gov.au/> has a lot of simple, easy to understand information about employee entitlements as well as some useful templates. Each week we'll share information from the website.

This week we're reviewing Fair Work information about practical strategies, tools and information employers can use to solve workplace problems. We attached the fair Work Fact Sheet aimed at employers with Indigenous/First Nations employees, but the information is relevant for all employees, including those from other diverse cultural backgrounds. Here are some extracts from the Fact Sheet:

- *"Most problems at work happen because people don't know what the law is, or because of problems with communication. Problems at work can usually be fixed by finding out what the law is and making time to talk to the worker/s involved."*
- *"You should respect everybody's opinions and backgrounds and take into account cultural and language differences."*

To help your conversations go well you should:

- Be prepared and committed to solving the problem. Gather information, consider the problem, and think about what can be done to fix it
- Be mindful that you may not be aware of all the issues impacting the worker
- Set a time to talk with the worker without interruptions
- Listen carefully, keep an open mind and consider all sides of the story
- Be flexible and willing to change your approach once you have more information. Explain your point of view carefully and calmly
- Work with the worker to solve the problem together
- Offer the worker your support. Your worker might feel more comfortable having a trusted friend or workmate with them when speaking to you about a problem
- **Learn about cultural and language differences that might impact your workplace. You could speak to a trusted community member or Aboriginal liaison officer to get a better understanding.**