

Educators

Does your leader/manager know these things make you happy? What might happen if they don't know?

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.

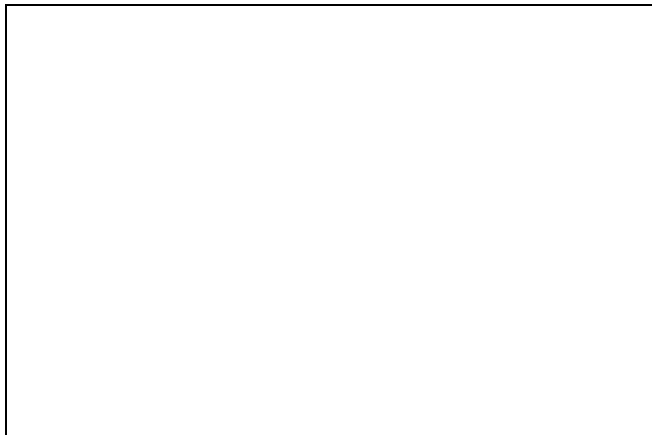
The EYLF/MTOP learning outcomes are based upon the relationships children have with their family, educators, friends and community members. If there is a high turnover of educators it's no surprise that the relationships children are able to develop with their educators are affected, which in turn leads to lower quality learning outcomes. You can see, then, that educators have a responsibility to communicate with their managers/leaders about their concerns. Not doing so affects the children they're responsible for, not just the educator's wellbeing.

What are the things that make you happy working at your Centre?

Last week we discussed how educators and children benefit when educators can use their strengths and interests. Are you able to use your strengths and interests effectively? What are the things you don't like (if any) about working at your Centre?

Thinking about what you don't like, does your Room/Group/Educational Leader or Nominated Supervisor know these things makes you unhappy? These may be related to your team, your duties, your

skills, your hours, room/group routines etc. If so, have you and your leader/manager reflected on ways to overcome your concerns? (It may be easy to complain, but remember it's not solely your manager's responsibility to 'fix' things.)



Example Room Leader Cherie leads by example to get results

Cherie is a great leader. Some of her wonderful skills have come from bad experiences with her Room Leader in the past and Cherie never wanted to be like that. Cherie says what makes a good Room Leader is allowing your educators to have freedom. For example Cherie says, *“when I have Mondays off I often come back and the room is changed. I praise the educators and get them to explain why they changed it and what they want to achieve. I love hearing their ideas and get very excited for them. I’m always encouraging them to try new ideas, not just the room, but art experiences, new material, changing the playground. I feel that everyone needs to show their creativity at work.”*

Teamwork

Teams that work well together are one of the factors that contribute to happy work environments and educators who are happy to stay. Practices that help to develop well-functioning teams include ensuring:

- educators always follow Service policies and procedures so practice is consistent, nobody 'makes stuff up,' and educators know what to do which reduces stress
- all educators, irrespective of qualifications and experience, have input into their room/area, including curriculum, displays, parent communication and room management. There is nothing worse than going to work and always getting told what to do
- team meetings are held regularly, include outside the Service where appropriate. They are a great way for educators to bond, share strengths and needs, and build professional relationships
Note mini meetings also encourage teamwork and continuity of care. Educators in rooms/ groups come together and have quick daily mini meetings to ensure everyone is on the same page. Mini meetings are a great way to clear the air quickly if there's a problem brewing among educators
- educators are matched with room leaders they work well with eg leaders that let them use their strengths.

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



The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives.” Pick one of the following reflection points to complete the table below:

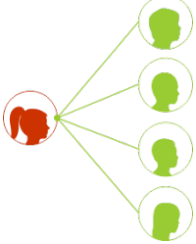
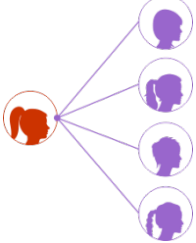
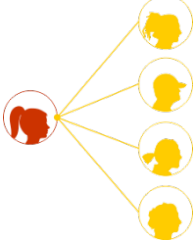
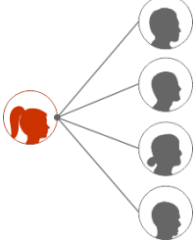
- What motivates you to do your job well? Are these needs being met currently? If not what action might you take?
- How might you support a team member to overcome any concerns or issues affecting their work?
- What suggestions do you have for improving staff retention? (included in QIP improvement plan)?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
<p>a child</p>	I feel safe when Miss Lyla’s here.	<p>After reflecting at a service wide meeting the NS agreed to implement ‘Staff member of the Month’ Awards in various categories eg tidiest educator, most innovative educator, best project etc. Families and staff would be encouraged to vote, with an Award Panel (NS, EL and Admin Manager to ensure all skills recognised) making final decision.</p>
<p>an educator</p>	We work hard and get no acknowledgement for all the great things we do. You’re only ever noticed if you do something wrong.	
<p>your families</p>	We just got to know Miss Lyla and now she’s leaving. Now we have to build a relationship with the new educator and share Jak’s strengths and needs all over again.	
<p>theorist and current research</p>	Dan McAdam’s Life Story Process recognises that different personality traits and life experiences mean what motivates one person to do their job well can be vastly different to what motivates another. The key is to identify what motivates each individual.	



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 <p>an educator</p>		
 <p>your families</p>		
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Complete your QIP

The information you write below can go directly into your QIP or Self-Assessment Tool (SAT) (NSW ONLY)

Instructions

For a MEETING QIP and Self-Assessment Tool (SAT)	For Exceeding the QIP and Self-Assessment Tool (SAT)
<i>Please give examples of service practices that support continuity of educators eg rostering, professional development, incentives.</i>	<i>Please explain how continuity of educators enhances children's wellbeing, learning and development.</i>
<i>Please explain how you support relief educators, to help maintain a regular pool of relief staff at the service.</i>	<i>Please give an example of a team reflection on opportunities to improve continuity of educators, including if relevant consideration of past events that negatively impacted continuity.</i>
<i>Please give an example of children interacting verbally or non-verbally with educators in trusting and comfortable ways - demonstrating the value of continuity of educators.</i>	<i>Please give an example of how family input is sought and used to support children's secure relationships with educators and promote their continuity.</i>
If you cannot answer these questions above the you are not meeting. This means you need to create an improvement plan and make changes to your practice	

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



Checklist

Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If you embed all the things in the checklist, then you are meeting the Element 4.1.2. If there's something on the checklist that you're not doing, then you need to either adjust your practice to do it, or ask for help and training to do what's on the checklist ie work with your educational leader or room leader who should teach/coach you how to do it.

The checklist keys to use.

E = Embedded I do that **ALL** the time

K = I know I need to do that, but I don't do it all the time

T = Please teach me how to do it or improve my understanding of why I need to do it.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

	ED1	ED2	ED3	ED4	ED5
When there are problems at work do you reflect on the cause and take steps to address the issue? eg do you speak with the Room/Group Leader/Educational Leader/Nominated Supervisor if:					
• you have strengths that aren't being used					
• you're unsure how to do something and need coaching or training?					
• there's a personal issue at home affecting your work?					
• you find it difficult to work with the Room/Group Leader's particular leadership style?					
• you're having difficulty working with other members of your team					
• you're having difficulty managing a child's behaviour?					
• you're feeling threatened or intimidated by a family or staff member?					
• you feel educating and caring for children may not be the career for you					
• you're looking for new challenges or a promotion					
• you're not sure who your direct manager is because you seem to have more than one?					
• feel the roster does not take account of your personal needs?					
• you're not feeling valued or acknowledged for the contributions you make to the team					
Do you use the service complaint procedure to resolve matters that you can't resolve face to face with the person concerned?					
Do you actively contribute to your performance appraisal and offer suggestions for training and improvement?					