



Educational Leader

There is an effective self-assessment and quality improvement process in place.

Looking at the element in detail - A service reviewed what the NQF Guide said about element 7.2.1 and understood continuous improvement involves regularly monitoring and reviewing performance to guide planning and improve quality.

One of the indicators in the Guide to the NQF for this element is how well “the educational leader supports educators to engage in reflective practice to refine strategies and to create and sustain improvements.”

What issues or areas can you refine strategies for? The list is probably endless but the following come to mind: strategies which help educators to

- encourage children’s inclusion and participation
- connect children with their community
- build partnerships with families
- discover and build on children’s ideas and interests
- better integrate the diverse cultures of children, families and the community
- improve their critical reflection skills
- improve their learning documentation eg to show evidence of the assessment and planning cycle
- improve their verbal and written communication skills
- set up environments which spark children’s interest and look amazing
- manage children’s behaviour
- use routines and transitions as learning opportunities
- feel valued and part of a team.

Last week we briefly discussed ethical decision making, and how people are often torn between what they *want* to do and how they should behave. When we make ‘want’ choices we’re usually acting emotionally and impulsively, and we’re valuing small, immediate benefits. When we make ‘should’ choices we’re usually

acting rationally and thoughtfully, and we’re valuing future benefits.

These choices and our actions can change though, depending on a number of factors. One is how close we are to the event/outcome. Another characteristic of ‘want’ choices are they’re pragmatic while ‘should’ choices usually reflect a person’s values and identity. ‘Want’ choices are therefore more common when events are about to happen; ‘should’ choices more common for future outcomes.

For example, people are more likely to make “should” choices - like donating to charity, and supporting an increase in the price of fossil fuel to reduce consumption – if the action happens in the future rather than now.

A growing number of studies show that people inaccurately predict how they’ll act. Their predictions generally reflect their hopes and desires rather than what realistically will occur. They may also not have all of the relevant information to predict their behaviour accurately. From a distance, they see the “big picture”; when the actual situation approaches, they begin to see the detail and behave in a more pragmatic way.

When it’s time to take action, self-preservation also comes into play. In ECEC this might mean acting in a way that protects a person’s position and reputation rather than supporting the team as a whole.

How people behave is also related to whether they recognise the decision is an ethical one, and whether they frame the decision from an ethical viewpoint. Ethical behaviours decrease if it’s unlikely people will be caught or held accountable for their actions. Repeated unethical behaviour contributes to its acceptance.

While the above is about ethical decision-making, it’s also relevant to the actions educators take. Where do each of your educators sit on the ‘want/should’ spectrum in their everyday practice?

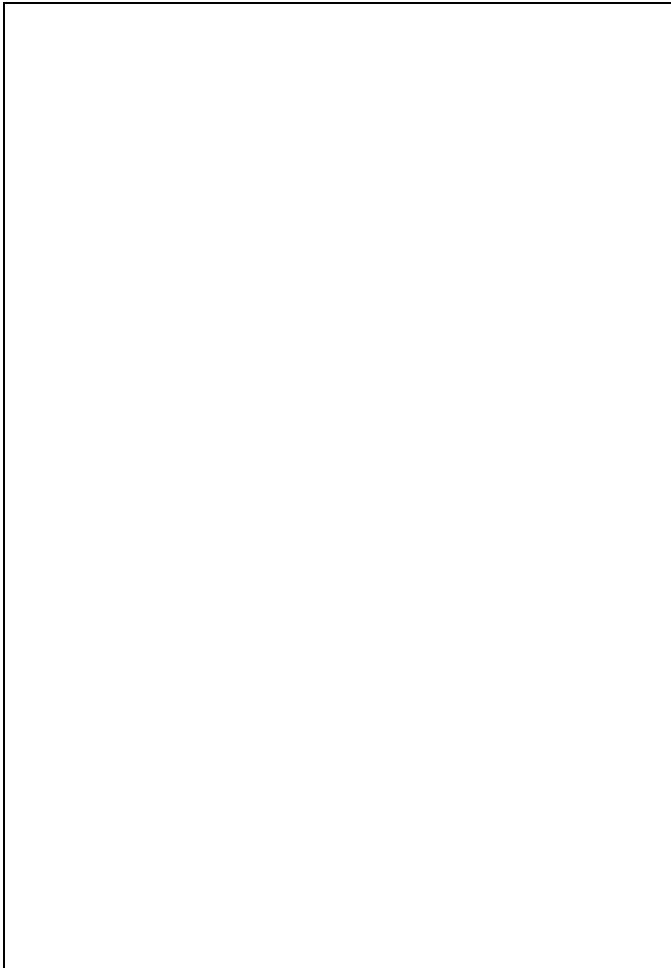
For example:

- when do they act as they want rather than as they should?

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- do their time management skills contribute to poor practice eg they think and say they will implement certain practices but do what they know best when the time comes because it's quicker or they need to meet a deadline?
- do they have the skills and knowledge they need to act as they should ie in the best interests of children and the team?
- do they have good intentions to improve quality but don't commit to the actions required?
- do they frame their actions in ways which discount the need for improvement?
- do they go into 'self-preservation' mode - eg and throw team members under the bus?
- do you always hold them accountable for poor practice?

What strategies could you implement to encourage more 'should' behaviours?



Source: The ethical mirage: A temporal explanation as to why we are not as ethical as we think we are
A E. Tenbrunsel et al/ Research in Organizational Behavior 30 (2010)

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Whistleblower Policy

Note this Policy will not be relevant for most services.

Companies must have a Whistleblower Policy if they have at least two of the following:

- consolidated revenue for the financial year is \$50 million or more
- consolidated gross assets at the end of the financial year of \$25 million or more
- 100 or more employees at the end of the financial year

Policy covers:

- Eligible whistleblowers and the protections available to them
- Disclosable matters – only these matters are protected
- Eligible recipients – who can receive disclosures
- How to make a disclosure
- Process for investigating and reporting a disclosure
- Regular training in whistleblower protections

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

| Educator's Name | Educator's Signature |
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