



Educational Leader

Systems are in place to manage risk and enable the effective management and operation of a quality service.

Looking at the element in detail - A service reviewed what the NQF Guide said about element 7.1.2 and understood educators have a role in supporting and improving governance systems that effectively:

- manage risks to children and families
- protect the privacy of children and families
- ensure compliance with the National Law and Regulations, the NQS and Service policies and procedures
- ensure the Regulatory Authority and parents are notified, where required under the Law/Regs, on time
- address complaints by staff and families.

In the educators' section we looked at these five areas in more detail. Here we're going to focus on complaints. As Educational Leader you may often hear 'I don't have time' comments from your educators. For example, "I haven't got time to plan curriculum/document learning/have sustained conversation with children/source information about community resources and supports for families...." How do you improve quality and manage/lead educators in these situations? We need to look at the underlying causes for these comments and address them.

Time management

If educators don't have time to do their job properly, where is their time going? Are they prioritising tasks appropriately? Are they missing opportunities to multitask eg talk with children about their activities and learning while documenting the learning, or involving children in activities and learning about everyday tasks like cleaning and packing up? Would it be helpful from a time management viewpoint if educators got into the habit of implementing prepared lesson plans?

Teamwork

Are all educators in the team contributing in an equitable way – or are some educators always stuck with the cleaning/learning documentation/

conversations with families etc? You may need to investigate why this is occurring. For example, do educators come from a culturally diverse background, or believe their writing skills are poor? Do you need to mentor them ie show them how to write the documentation with examples, so they become more confident - and capable?

More generally, is the team of educators working well together? We've previously explored Wilfred Bion's ideas about functional and dysfunctional teams. He argues that teams can be very busy – but some aren't actually doing the work they should be doing. Does each educator know exactly what they and others should be doing at given times during the day/session? If not you may need to assist with developing room/group run sheets.

Gaps in knowledge

Some complaints may be the result of gaps in educators' understanding of the National Law and Regs, NQS, or EYLF/MTOP. These potentially include issues where educators make comments like "I'm not allowed to....", "That's not my job...." or "We've always done it this way...." As Educational Leader you need to identify these knowledge gaps and teach educators so they understand what's required – and why.

What do you need to review or implement to help educators meet the requirements and expectations of their role?



Week 40, 13 December – 17 December 2021- 7.1.2 Management Systems

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Governance Policy

The Governance Policy outlines our Service structure, roles and responsibilities and adopts several governance principles including:

- clearly defined reporting relationships
- effective delegation guidelines
- regular communication between managers to ensure compliance and best practice
- ethical and responsible decision making consistent with our Code of Conduct, policies and the National Education and Care Law and Regulations
- fraud prevention eg in relation to administration of the Child Care Subsidy
- making timely and balanced disclosures eg as required under National Law and Regulations
- rights of children and families to be involved in decision making eg through regular requests for feedback and provision of information
- recognising and managing risk eg through risk assessments, WHS and hygiene procedures, compliance with policies and procedures.

Fees Policy

Includes information about:

- booking/enrolment fee
- how and when fees must be paid (eg in advance, weekly or fortnightly, pupil free days, when child is sick or on holidays)
- arrangements for Child Care Subsidy
- what must be included in statements of entitlement
- invoices and receipts
- notice required to terminate enrolment (parents or NS) or cancel casual bookings
- service fees including late fees
- process for recovering overdue fees.

Do you have any feedback or comments about these policies? Please include below.

Educator's Name	Educator's Signature