

Educators

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.

Let's look at each of these areas.

Manage risks to children and families

Educators should always complete a risk assessment for a new activity or experience where there is some risk of injury or trauma. When completing a risk assessment educators identify all the potential risks and decide how these risks can be eliminated or safely managed. Of course they may decide the risks can't be safely managed and therefore not implement the activity.

How well and how often do you complete risk assessments? Can you competently identify potential risks and manage those risks?

Educators must also be able to competently manage work, health and safety issues including following Service maintenance, hygiene, infection control, child protection, hazardous products, and supervision procedures. What do you do, for example, when:

- you find a broken resource?
- you see some equipment or part of the building is damaged?

- you find splinters on the cubby house or plants with prickly thistles in the yard?
- It's very hot outside and children may burn their feet/hands on hot surfaces?
- you need to be with children but haven't finished your hot drink?
- When parents bring a sick child to the Service?
- You've used or need to use cleaning products?
- When there are students on placement present?
- Visitors attend the Centre?

Protect the privacy of children and families

Educators can protect the privacy of children and families in several ways including ensuring sensitive conversations with families are held in private areas so no-one else can hear what's being discussed. This also involves sharing a families' personal information and circumstances with only those staff who need to know the information so they can effectively do their job. Educators should consider, for example, whether other educators - or children - really need to know something very personal a parent has shared before discussing it with other educators in the room/group.

Children's and families' privacy also needs to be protected:

- when displaying/making publicly available children's learning documentation - for example are children's first names only used, or first name and first letter of surname where there are multiple children with the same name? Could learning about a sensitive topic still identify a particular child or family eg *"Today we worked with William to explore how to manage our emotions when we feel angry..."*?
- where children have medical management plans. Do you get parents/guardians' authorisation to

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display these plans before you display them in areas where other families/children/visitors may see them?

- when taking photos/videos of children (refer Photography Policy). Are there parents/guardians at the Service who haven't authorised educators to take, or share photos/videos of their child with others? Do you know who they are?

Ensure compliance with the National Law and Regulations, the NQS and Service policies and procedures

If you're not sure about something, it's always best to check the original source of the information ie the National Law and Regs, NQS, Policies and Procedures. Online forums, for example, are generally not a good source of information about compliance requirements, with lots of 'I was told' and 'I heard' type comments.

If someone insists what you're doing is incorrect, there's nothing wrong with asking them to explain where their point of view comes from eg by asking "where in the Regs/NQS/Policies does it say that."

Ensure the Regulatory Authority and parents are notified, where required under the Law/Regs, on time

This is a part of complying with the National Law and Regulations. Notification requirements are outlined in the Incident Injury Trauma and Illness Policy and include notifying the following within 24 hours of incident/complaint:

- serious incidents
- complaints alleging a serious incident
- complaints alleging a breach of the National Law or Regulations.

Parents must also be notified within 24 hours of an injury, illness, trauma or incident affecting their child. Educators must always document incidents that occur. Consider what might happen if this does not occur, and a couple of days later a parent says 'so and so' happened to their child at the Service and there's no record of it. Worse, imagine if the parent had taken the child to the doctor/hospital. The Service would be in breach of the Reg requiring an incident record to be completed – and the Reg requiring parents to be advised within 24 hours of the incident. Non-compliance and potential penalties are not the only outcome. The relationship educators and managers have with the family will likely be damaged too – making it that much harder to educate and care for the child.

Address complaints by staff and families

Complaints are often viewed in a negative way, but they're really an opportunity to review practice or Service operations, investigate if the complaint has merit, and then implement changes to ensure the situation doesn't happen again.

For example, a parent might complain that their child's clothing is often lost/misplaced at the Service. Investigating the complaint confirms this does happen occasionally, and the reason is that educators are rushed at the end of the day and pack children's belongings in a hurry. Changes might include packing children's bags earlier, and ensuring children help to identify their personal possessions.

Or - an educator might complain that they have to write most of the children's learning documentation. The Educational Leader finds this is occurring, and one reason is the other educators don't feel confident with their writing. The EL subsequently begins to mentor them in this area, and ensures they gradually increase the volume of documentation they're completing.

Are there any governance areas that you need to review and/or improve? What particular things will you follow up? How will you do this?

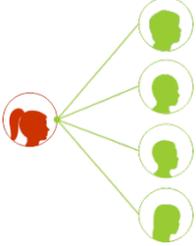
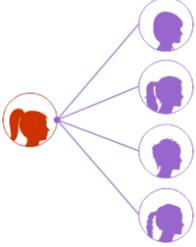
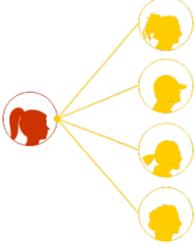
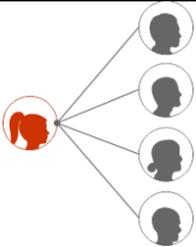
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The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives.” Pick one of the following reflection points to complete the table below:

- Do you participate fully or superficially in reviews of service operations, policies and procedures? **(related to improvement example)**
- Do you help families understand Service governance and management systems if they're confused?
- Do you consistently support your leaders and managers to implement changes to governance and management systems?

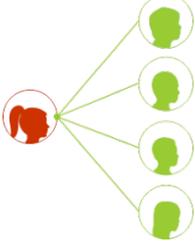
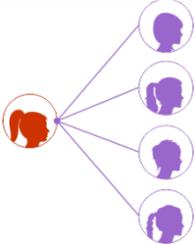
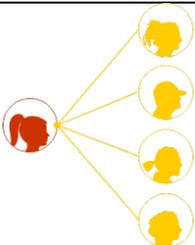
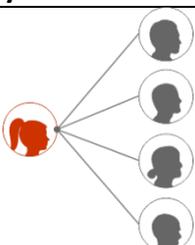
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>	Sometimes Miss Jorja visits our room/group, otherwise she's in the office or out.	We recently had a spot check and the authorised officer noticed the name of the responsible person displayed in our foyer didn't match the Responsible Person present and in charge – and there was no record of her handing over the role to any other Responsible Person.
 <p>an educator</p>	It's difficult to know when our NS Jorja is here. Sometimes she goes out but her name's still up as the 'Responsible Person.' It's not up to me to fix that though is it. (Miss Skye)	Skye said she'd noticed this a while ago – I said she should have mentioned her concerns to me, and that all staff had obligations under the NQS to improve service operations and compliance. This is now included on every staff meeting agenda and staff encouraged to provide feedback.
 <p>your families</p>	It's annoying when Miss Jorja's name indicates she's present but you wait to speak with her and find out she's actually not there.	
 <p>theorist and current research</p>	Regulation 150 says “the staff record must include the name of the responsible person at the centre-based service for each time that children are being educated and cared for by the service.”	

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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>		
 <p>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		



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 an example of the way you ensure the privacy of children and families.</i>	<i>Please discuss how service policies, procedures and other management and administrative systems help drive continuous improvement in relation to incidents, complaints and feedback from families.</i>
<i>Please give an example of the steps you take where you have a complaint or there's been a complaint made against you.</i>	<i>Please discuss how all educators are encouraged to suggest improvements to governance and administrative systems, including decision-making processes, and how this feedback is respectfully considered.</i>
<i>Educators contribute to reviews of policies and procedures. For example</i>	<i>Educators actively support families and the community to suggest improvements to governance and administrative systems, and decision-making processes. For example (included in QIP strength)</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	

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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 7.1.2. 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
Do you complete risk assessments to manage potential risks eg bottle warming, new equipment, relevant learning activities?					
Do you only access your own personal information or information you need to do your job?					
Do you share curriculum information in a way that respects the privacy of children and their families?					
Do you refer to the National Law and Regs, and your policies and procedures when you're unsure what's required/how to do something?					
Do you always make notifications within the timeframes required under the National Law and Regs eg notify serious incidents within 24 hours, notify parents of incident within 24 hours?					
Do you always follow service policies and procedures, including those dealing with social media, technology, privacy, tobacco alcohol and drugs, broken resources, incidents/accidents, supervision and child protection?					
Do you always ask someone to explain a Policy or Reg requirement you don't understand?					
Do you use the complaints procedure if unable to resolve a complaint directly with the person concerned?					
Do you analyse incidents/accidents at the service and make improvements to practice/premises where relevant?					
Do you regularly contribute to the strengths and improvement sections of your Service QIP?					
Are you clear about who your supervisor is, and who you should give feedback to/ discuss concerns with?					
Are you adequately supported eg coaching, mentoring, training is provided if needed?					
Communication					
Do you offer feedback about service operations, policies and procedures etc during staff meetings or discussions with your manager/leader?					
Do you pass relevant information you receive about children/families to your Room Leader/Nominated Supervisor?					
Do you ask for support if needed eg coaching, mentoring, training?					

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