



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 7.1.1 and understood the Philosophy had three purposes. It:

1. underpins the decisions, policies, and daily practices of the service
2. reflects a shared understanding of the role of the service among staff, children, families, and the community
3. guides educators' pedagogy, planning and practice when delivering the educational program.

The core of this element's exceeding theme is:

The service philosophy reflects the guiding principles of the National Law. All educators and managers can discuss and demonstrate how their daily practice is underpinned by the service philosophy, how they reflect critically on the philosophy making changes as required, and how they support families and the community to engage with the philosophy and provide feedback.

What can you do if educators are not implementing the values and practices contained in the Service Philosophy? You have a problem you need to solve. One 'problem-solving' approach is known as the 'if-then' approach ie you could say to an educator "if Eddie continues to ignore you and jump all over the furniture, then try saying his name first, waiting till you have his attention, then stating one thing at a time eg "I need you to come down from there so you don't hurt yourself."

The 'if-then' approach to change will only work if educators have the skills needed to change their practice. One way for educators to learn these skills is by observing others performing them

Bandura's (2001) social cognition theory suggests that both skills and confidence in the ability to change (self-

efficacy) can be increased through a number of simple procedures, including observing others performing relevant tasks. Bandura identifies three basic models of observational learning:

- A live model: involves an actual individual demonstrating or acting out a behaviour
- A verbal instructional model: involves descriptions and explanations of a behaviour
- A symbolic model: involves real or fictional characters displaying behaviours in books, films, television programs or online media.

Optimal learning is often achieved through observation of people **similar to the learner succeeding at relevant tasks**. This provides a 'coping model', which does not leave the observer feeling de-skilled or incapable of gaining the skills. It gives them confidence they can achieve them too ('If they can do it, so can I'). For example, if an educator can see another educator successfully implementing the practice, they're more likely to learn and implement the practice.

Source: Morrison, V., Bennett, P., Butow, P., Mullan, B., Sharpe, L. Introduction to Health Psychology in Australia 3rd Edition

How could you use the 'if-then' approach and the 'coping model'?

Week 2, 7 February – 11 February 2022- 7.1.1 Service philosophy and purpose

Privacy and Confidentiality Policy

- Personal information will be managed openly and transparently in a way that protects an individual's privacy and respects their rights under Australian privacy laws
- We only collect or use personal information if it's needed to educate and care for children, or to meet our legal obligations. We take reasonable steps to tell people we have their personal information and how we'll use it
- We don't disclose personal information to others unless people would have reasonably expected this or we have their consent
- We aim to keep personal information accurate, up-to-date and complete
- We have systems and practices to ensure personal information is secure and only accessible to those who need the information to do their job
- We have a data breach response plan in the unlikely event personal information is lost, or accessed/disclosed without authorisation
- People may access their (or their child's) personal information and ask for errors to be corrected
- We have a dedicated Privacy Officer who also manages privacy complaints.

Grievance Policy

Employees, volunteers and visitors will:

- raise complaint directly with person concerned without involving other employees, volunteers or parents
- raise complaint with Approved Provider/Nominated Supervisor if unable to resolve with person, or feel uncomfortable raising complaint with them
- immediately raise any suspected/alleged unlawful activity (including bullying and child abuse) with Approved Provider or Nominated Supervisor

Employees, volunteers and visitors will not:

- get involved in complaints that don't concern them
- raise complaints with an external body without first using our grievance procedures

The Nominated Supervisor will:

- discuss with complainant within 24 hours of receipt
- investigate complaint properly, fairly, confidentially and impartially
- invite complainant to have support person present during any interview
- provide those involved with a clear written statement of outcomes within 7 working days of receiving complaint
- keep secure and confidential records of investigation
- protect those involved from victimisation
- offer external review
- request feedback on grievance process
- track complaints to identify recurring issues
- notify regulatory authority within 24 hours of any complaints alleging that a serious incident has occurred or is occurring while a child was or is at the service, or that the National Law or Regulations have been breached, or within 7 days of complaints that physical or sexual abuse of a child has occurred or is occurring while the child is at the service.

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

Week 2, 7 February – 11 February 2022- 7.1.1 Service philosophy and purpose

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Educator's Name	Educator's Signature

Week 2, 7 February – 11 February 2022- 7.1.1 Service philosophy and purpose

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