



Educational Leader

Curriculum decision-making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

Looking at the element in detail - A service reviewed what the NQF Guide said about element 1.1.1 and understood Educators must help each child to:

- build a strong sense of identity
- connect with and contribute to their community
- develop a strong sense of wellbeing
- become a confident and involved learner
- become an effective communicator.

This week we’re exploring the concept of “double-loop learning’ and then considering what it means from an MTOP perspective.

Double-loop learning is a concept and process that involves teaching people to think more deeply about their own assumptions and beliefs. Whereas “single-loop learning” involves changing methods or improving processes to obtain established objectives, double-loop learning is about changing the objectives themselves.

So, for example, educators may have objectives to implement programs that:

- meet monthly themes
- involve minimal mess
- cover topics they know well
- keep children occupied
- meet parents’ expectations that children learn letters and numbers
- avoid excursions
- always follow up learning with an art/craft activity etc.

Single loop-learning would see educators improving the way they do these things.

Double-loop learning on the other hand is akin to critical reflection. Educators would ask themselves, for example, “do we have the right objectives?”

To answer this question we really need to consider element 1.1.2 as well – “each child’s current knowledge,

strengths, ideas, culture, abilities and interests are the foundation of the program.”

While *some* of the objectives above may meet *parts* of element 1.1.1, it’s unlikely any meet element 1.1.2 (which we covered in week 7). Going back to a ‘double-loop’ viewpoint, how do educators:

- build children’s identity using each child’s current knowledge, strengths, ideas, culture, abilities and interests?

- connect children with their community using each child’s current knowledge, strengths, ideas, culture, abilities and interests

- develop children’s sense of wellbeing using each child’s current knowledge, strengths, ideas, culture, abilities and interests?

- help each child become a confident and involved learner using their current knowledge, strengths, ideas, culture, abilities and interests?

- help each child become an effective communicator using their current knowledge, strengths, ideas, culture, abilities and interests?

For more information about double-loop learning see [“Double loop learning in Organizations”](#) by Chris Argyris

Week 11, 25 April – 29 April 2022 – 1.1.1 Approved Learning Framework

Excursion Policy

The Nominated Supervisor or educators will:

- complete a risk assessment before an excursion covering criteria which includes proposed activities, duration, route and destination (including any water hazards), educator to child ratios and need for additional volunteer assistance (eg parents), mode of transport, child restraint/seat belt requirements and process for ensuring children get on/off transport safely, and children’s health/medical needs
 - risk assessments are only required for ‘regular outings’ if one hasn’t been written within the last 12 months of the excursion date. Regular outings are walks, drives or trips to places that children visit regularly and which have substantially the same risks each time
- ensure parents authorise their child going on the excursion *before* the excursion (unless it’s a ‘regular outing’ and parents have authorised within the last 12 months). The authorisation must include criteria including the excursion date, or if ‘regular outing’ a description of when the child will be taken on the outings, destination, proposed activities and duration, type of transport (if any), child restraint/seat belt requirements, expected number of children, educator to child ratios, and number of extra adults attending, items child should bring and advice risk assessment is available at service
- update risk assessments for regular outings and obtain new authorisations when circumstances change
- always implement the Excursion Procedure to eliminate/minimise risks. In addition to above this includes completing checklist before excursion, process for checking rolls and doing headcounts when leaving service and destination, and process if child is ill/injured during excursion.

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

Educator’s Name	Educator’s Signature

Note we are now listing any Procedures which relate to the Policy reviewed. We have a comprehensive Procedure Pack (in addition to the procedures already included in the policies) which is currently part of our HR Toolkit. Please contact us on admin@centresupport.com.au if you would like a quote for the Kit.

Procedure - Child Safe

Procedure - Medical Emergency

Procedure - Excursion

Procedure - Transport Excursions

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