



Educational Leader

The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.

Looking at the element in detail - A service reviewed what the NQF Guide said about element 6.1.2 and understood educators must:

- be aware of and respect each family's expertise, and child-rearing practices
- be aware of and respect each family's culture, values and beliefs
- include families in making decisions about their child's learning and wellbeing – which helps tailor the program to their child's strengths and needs.

What's it like to be an educator with an alternate view at your service? Are group reflections opportunities for educators to voice their individual opinions, views and ideas, or are they worried about upsetting team members, managers, the way things have always been done etc?

Do any educators feel it's easier to accept their group approach, for example, to planning and implementing learning, interacting with children, including families in decision-making processes?

If yes, this is an example of 'Groupthink,' a type of thinking in which individual members of small, cohesive groups tend to accept a viewpoint or conclusion they see as the consensus of the group, whether or not they believe it's valid or optimal.

The theory of Groupthink was first developed by the social psychologist Irving Janis who was trying to determine why groups of highly intelligent individuals often made bad decisions.

Janis identified a number of structural conditions leading to groupthink. One of these involved the character/style of its leaders. In an Educational Leader

Week 14, 16 May – 20 May 2022 – 6.1.2 Parent views are respected

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context, this might mean how much you encourage each educator to suggest ideas or raise issues, and how much you support and value them in the process.

Research has also shown that leaders who direct the decision-making process, but don't advocate for particular options, help groups avoid Groupthink and make better decisions.

The symptoms of Groupthink include:

- an inability to be wrong
- an unquestioned belief in the group and its choices
- stereotyping of people outside the group
- self-censoring of alternate options by individual group members.

Groupthink decision making neglects possible alternative options and approaches, and ignores the risks involved in a particular decision.

In relation to element 6.1.2, for example, this may mean educators deciding they know what's best for a child, that what they're doing in relation to respecting each family's culture, values and beliefs is enough, that families don't want to be involved for various reasons.

Obvious risks here include learning programs that aren't tailored to each child's strengths and needs as much as they could be, and poorer outcomes in relation to each child's identity and sense of belonging.

How does your leadership style support each educator to avoid a Groupthink mentality?

Sources: <https://www.britannica.com/science/groupthink>
<https://theconversation.com/group-think-what-it-is-and-how-to-avoid-it-161697>

Incident, Injury, Trauma and Illness Policy

Parents must be notified about an incident, injury, trauma or illness involving their child as soon as possible (and no later than 24 hours after incident).

Educators must complete an Incident, Injury, Trauma and Illness Record.

Policy includes:

- procedure to administer first aid, including where child is bitten by a tick
- guidelines on contents, storage and regular reviews of first aid kits

Nominated Supervisor must notify Regulatory Authority within 24 hours about 'Serious Incidents' which include:

- child has a serious injury or illness which needed/should have received urgent medical attention from a doctor or hospital
- a child is missing, mistakenly locked in or out of service, or is collected without authorisation
- emergency services attended because of likely/severe risk to someone's health, safety or wellbeing
- someone complains a 'Serious Incident' has occurred/is occurring, or the National Law/Regulations have been breached
- if any children are being cared for in an emergency
- any incidents causing service to close/partly close.

The Nominated Supervisor will notify the Regulator within 7 days of any:

- circumstances that pose a risk to the health, safety and wellbeing of a child
- incident, complaint or allegation that a child is or has been physically or sexually abused at service

The Nominated Supervisor will notify the Work Health and Safety Regulator about any 'notifiable incident' as soon as possible.

Do you have any feedback or comments about these policies? 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 - Anaphylaxis

Emergency

Procedure - Asthma Emergency

Procedure - Asthma Medication Administration

Procedure - Child Mistakenly

Locked In or Out

Procedure - Child Removed

Without Authorisation

Procedure - Child Safe

Procedure - Complaints

Procedure - Death of a Child

Procedure - Emergency

Lockdown Snakes

Procedure - Emergency Severe

Storm and Lightning

Procedure - Epilepsy First Aid

Procedure - Excursion

Procedure - Extreme Heat

Procedure - First Aid Kit

Procedure - First Aid

Procedure - Illness and Infectious

Disease Children

Procedure - Illness and Infectious Disease Employees

Procedure - Incident Children

Procedure - Incident Employees

Procedure - Medical Emergency

Procedure - Missing Child

Procedure - Public Liability Claim

Procedure - Serious Incident

Procedure - Transition Between Settings

Procedure - Transport

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