



Educational Leader

The organisation of educators across the service supports children's learning and development.

Looking at the element in detail - A service reviewed what the NQF Guide said about element 4.1.1 and understood the effective organisation of educators:

- supports children to engage in meaningful learning and interactions with educators
- ensures the safety and wellbeing of children.

Educational Leaders should be supported by the Service's leadership team [to effect positive change, including playing an integral role in mentoring, guiding and supporting educators.](#)

This guidance and support includes helping educators to use their interests and strengths at work, and supporting them to work in teams where they feel valued and effective.

Educators are more likely to implement quality educational programs based on EYLF outcomes in this type of environment.

Part of your role is therefore to provide informed, professional feedback if needed to the Nominated Supervisor or other managers about the organisation of educators where this might improve educational outcomes.

In some ways Educational Leaders need to take a 'holistic approach' to helping educators just as educators should take a 'holistic approach' to children's learning.

[Dr Andrew Johnson](#) from Minnesota State University explains holistic learning as teaching the whole child not just the brain ie considering the emotional, intuitive, social and spiritual part of the child as well.

In the same way, educational leaders can support and guide educators in a way that considers their personal, social, emotional and spiritual wellbeing as well as their programming and assessment of children's learning.

How well do you know your educators? How could you support them in a more holistic way?

Reflect critically on the way educators are organised at your service. How is this arrangement working? Could learning outcomes be improved if educators were organised differently?

Week 30, 19 - 23 September 2022 – 4.1.1 Organisation of educators

Record Keeping and Retention Policy

This Policy details records that must be kept for the following, and what those records must contain:

- Nominated Supervisors, 'Responsible Persons,' Educational Leaders, ECTs, and other staff, students and volunteers including in relation to:
 - qualifications including those educators are 'working towards'
 - working with children checks
 - details of educators working directly with children
 - details of ECTs working directly with children or in attendance at Service
- enrolled children including in relation to:
 - medication records
 - incident, injury, trauma or illness records
 - enrolment records
 - attendance records
 - learning documentation.

The Policy also contains records that must be kept in relation to compliance with

- the National Education and Care Law and Regulations
- Family Assistance Law (Child Care Subsidy).

The Policy also explains the length of time records must be kept for.

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 - Administration of Asthma Medication

Week 30, 19 - 23 September 2022 – 4.1.1 Organisation of educators