



Educational Leader

Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.

Looking at the element in detail - A service reviewed what the NQF Guide said about element 4.2.1 and understood professional collaboration involves:

- co-operatively working towards common goals
- open communication, information sharing, joint planning and problem solving
- respecting and using diverse viewpoints, skills, experiences and backgrounds.

The Guide to the NQS says “*collaboration is achieved through open communication, information sharing, joint planning and the development of common understandings and objectives.*” (p. 221) It's very important for you to model this as Educational Leader.

How do you source information which might build a culture of professional learning at your centre? This week we're looking at a couple of potential sources which could help you plan ongoing professional learning and strengthen outcomes.

The [Center on the Developing Child](#) at Harvard University publishes a lot of information, including videos, on child development topics like executive function skills, as well as '[The Brain Architects Podcast](#).'

Monash PlayLab which offers a four part podcast series to help educators support STEM learning through play:

Episode 1: Welcome to the PlayLab Podcast

The episode explores current research and discusses the origin of 'Conceptual PlayWorlds', and explores how to bring STEM concepts into children's play through intentional teaching.

Episode 2: Conceptual PlayWorlds for Families

Episode focuses on parent and child views of Conceptual PlayWorlds at home.

Episode 3: How educators can create opportunities for girls in STEM

Research shows girls as young as three can start disengaging from STEM. This episode looks at how educators can use Conceptual PlayWorlds to engage children, particularly girls, with STEM.

Episode 4: Infants and toddlers, and how they experience STEM

This episode discusses current research about how infants and toddlers experience STEM.

You can download the [PlayLab Podcast](#) series for free. The [Conceptual PlayWorld website](#) has more information.

How could you use these information sources to meet the objectives of element 4.2.1?

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Acceptance and Refusal of Authorisations Policy

Authorisations must be provided in writing prior to:

- administering medication, medical treatment, and ambulance transportation (**NB Policy outlines Service approach to administering over the counter pain relief medication like Panadol**)
- excursions including regular outings
- transporting child including regular transportation
- photographing children, including posting photographs on any service social media accounts
- people other than parents (authorised nominees) collecting children
- disclosing child's personal information where this is not legally required/families would not expect disclosure

Verbal authorisations allowed if:

- there is a medical emergency (authorisations are not required for asthma and anaphylaxis emergencies)
- parents/authorised nominees unable to collect a child before service closes and authorise an alternate person to collect the child who we can identify.

Code of Conduct (Educator and Management Policy)

Ethical conduct principles:

- Commitment to our philosophy and values
- Effective, open and respectful two-way communication
- Honesty and integrity
- Consistency and reliability
- Safe and healthy workplace for employees, volunteers, children and families
- Equal Opportunity workplace and culture

Managers, employees and volunteers will:

- carry work out efficiently, economically and effectively
- act honestly and with diligence
- make decisions or take actions fairly, ethically, consistently
- comply with our Privacy and Confidentiality Policy
- report (suspected) breaches of the Code
- include children and families in decision making processes

- implement age appropriate, culturally sensitive and inclusive activities/experiences
- comply with all service policies and procedures

Managers, employees and volunteers will not:

- engage in unethical or unprofessional conduct
- bully, harass, discriminate against, victimise, humiliate, intimidate or threatens others
- use abusive, derogatory or offensive language
- seek or accept a bribe or accept gifts/cash above a specified value
- use any service property without authorisation
- approach other employees or visitors on matters that don't concern them
- drink alcohol or use illicit substances on premises or work under their influence
- smoke on the premises including in the car park
- favour any child or develop close personal relationships with children outside work

Families, visitors and children will:

- respect the rights, dignity and worth of every person at Service
- respect the decisions of educators/staff
- co-operate and follow classroom rules
- raise any concerns with educators or Nominated Supervisor

Families and visitors will not:

- drink alcohol or use illicit substances on the premises or enter premises under their influence
- smoke on the premises including in the car park
- have physical contact with children that are not their own unless a staff member is present
- bully, harass or discriminate against any child or adult at Service.

Dress Code Policy

- All employees must present a professional image with high standards of personal hygiene and grooming. Employees may be required to wear a service uniform. Clothing, including any uniforms, must be neat, clean and in good repair. Religious or cultural head covers are allowed. Fingernail length must not be long enough to unintentionally

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scratch children. Jewellery, makeup, perfume will be in good taste, with limited body piercing.

- Employees must comply with service policies and Government recommendations on relevant matters including sun safety, and WHS/OHS eg wearing sun safe hats and clothing when outside in high UV periods, safe, secure footwear.

- The Approved Provider or Nominated Supervisor may direct that certain items of clothing do not meet an acceptable standard of professional attire. Employees who do not meet a professional standard may be sent home to change. Persistent breaches of the policy may be subject to a disciplinary or performance review.

Do you have any feedback or comments about these policies? Please include below.

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Educator's Name	Educator's Signature

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