

Systems are in place to manage risk and enable the effective management and operation of a quality service.

Section 1. Early career educator



You must know

When you become an educator, it's important to follow the systems which include the policies and procedures that keep things safe and running smoothly in the early childhood service. This helps manage risks and makes sure the service

is of high quality.

What could potentially go wrong if educators didn't do the above?

Not Managing Risks: If the early childhood service doesn't handle risks well, accidents and injuries might happen to children and families. This could be dangerous and cause problems for the service legally.

Privacy Problems: If the service doesn't keep private information safe, it could be accessed by the wrong people, and families might not trust the service anymore. This could lead to bad consequences for the service's reputation and might even have legal consequences.

Not Following the Rules: If the service doesn't follow the rules and laws, it might get into trouble and could be fined or even shut down.

Late Notifications: If the service doesn't tell the right people about important things on time, it might lead to bigger issues because no one knows what's going on when they should. For example accidents in the playground.

Ignoring Complaints: If the service ignores complaints from staff and families, it could cause more problems and make everyone unhappy. This might affect how good the service is and could make people leave.

Bad Quality Service: If the service isn't managed well, the quality of education and care might go down, and children might not have the best experience.

Losing Reputation: If the service has a lot of problems, people might not trust it anymore, and it could lose families and have a bad reputation in the community.

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You must practice it:

I Making sure everything runs smoothly and safely in an early childhood service is super important. Here's how they do it:

Safety First: The service regularly checks for any potential risks and takes steps to keep children safe. They teach educators how to spot hazards and prevent accidents.

Protecting Privacy: The service has strict rules to keep children and families' information private. Only authorised people can access it, and they store it securely.

Following the Rules: The service keeps up with all the laws and rules that apply to them. Educators get training to know what they need to do.

Keeping Everyone Informed: Whenever there's something important, like an incident or a change in the service, they quickly tell the right people, like the regulatory authority and parents.

Listening to Concerns: The service takes complaints seriously and deals with them fairly. They want everyone to be happy and satisfied.

Always Improving: Educators keep learning and growing to provide the best experiences for children. They work together as a team to get better and better.

Connecting with Families: Families are a big part of the service. Talk to parents regularly, involve them in decisions, and make sure they know how their child is doing.

Happy Staff: The service values its staff and makes sure they feel supported and respected. They encourage staff to share their ideas and offer opportunities for personal growth.

Family-Centred Approach: Families are included in everything. They work together with educators to plan the best learning journey for each child.

Great Reputation: The service is known for doing an awesome job. Families trust them to take

good care of their children and provide top-quality education.

After reading these points, which one(s) do you think you doing well? Describe your practice in detail.

After reading these points, which one(s) do you think you need to work on? Describe how you could improve your practice.

Safety First: Educator 1: "Hey, I noticed there's loose fake grass near the play area. It could be a tripping hazard. I think we should get maintenance to fix it as soon as possible."

Educator 2: "You're right, safety comes first. I'll inform the maintenance team right away. Thanks for spotting that!"

Protecting Privacy: Educator 1: "I need to access the children's medical records for our upcoming excursion. Can you show me where they're stored?"

Educator 2: "Sure, follow me. They're kept in a locked cabinet, and only authorised staff can access them. Let's make sure we log our access in the records book."

Following the Rules: Educator 1: "I heard there's a new regulation regarding excursion permissions. Have you attended the latest training on this?"

Educator 2: "Yes, I went last week. We now need explicit consent for every excursion. I'll remind the team during our next staff meeting."

Keeping Everyone Informed: Educator 1: "I just received a notice from the regulatory authority about a health inspection next week."

Educator 2: "Thanks for letting me know. I'll inform the rest of the staff, and we'll make sure everything is in order before the inspection."

Listening to Concerns: Educator 1: "A parent expressed concerns about the lunch menu. They think it lacks enough healthy options for their child."

Educator 2: "We should take this seriously. Let's schedule a meeting with the parents to discuss their suggestions and see how we can improve the menu."

Always Improving: Educator 1: "I attended a workshop on STEM activities for young children. I think it would be great to introduce some of these ideas into our curriculum."

Educator 2: "That sounds exciting! Let's share what you've learned with the rest of the team and brainstorm how we can integrate these activities."

Connecting with Families: Educator 1: "I had a chat with Emma's parents during drop-off this morning. They mentioned she's been really interested in animals lately."

Educator 2: "That's lovely to hear! Let's plan some animal-themed activities and involve Emma's family in the planning process."

Happy Staff: Educator 1: "I have an idea for staff appreciation week. We could organise a little celebration to show our gratitude for all the hard work."

Educator 2: "That's a fantastic idea! Let's bring it up during our next team meeting and see how we can make it happen."

Family-Centred Approach: Educator 1: "Lucas's dad mentioned that he's interested in involving Lucas more in outdoor play. How can we support that?"

Educator 2: "Let's talk to Lucas's dad and see if he wants to join us for a day of outdoor play. We can create a fun and engaging experience for them both."

Great Reputation: Educator 1: "I heard some parents talking about how much they love our service and how it's made a positive impact on their children."

Educator 2: "That's wonderful to hear! Our hard work is paying off. Let's keep delivering high-quality education and nurturing strong relationships with families."