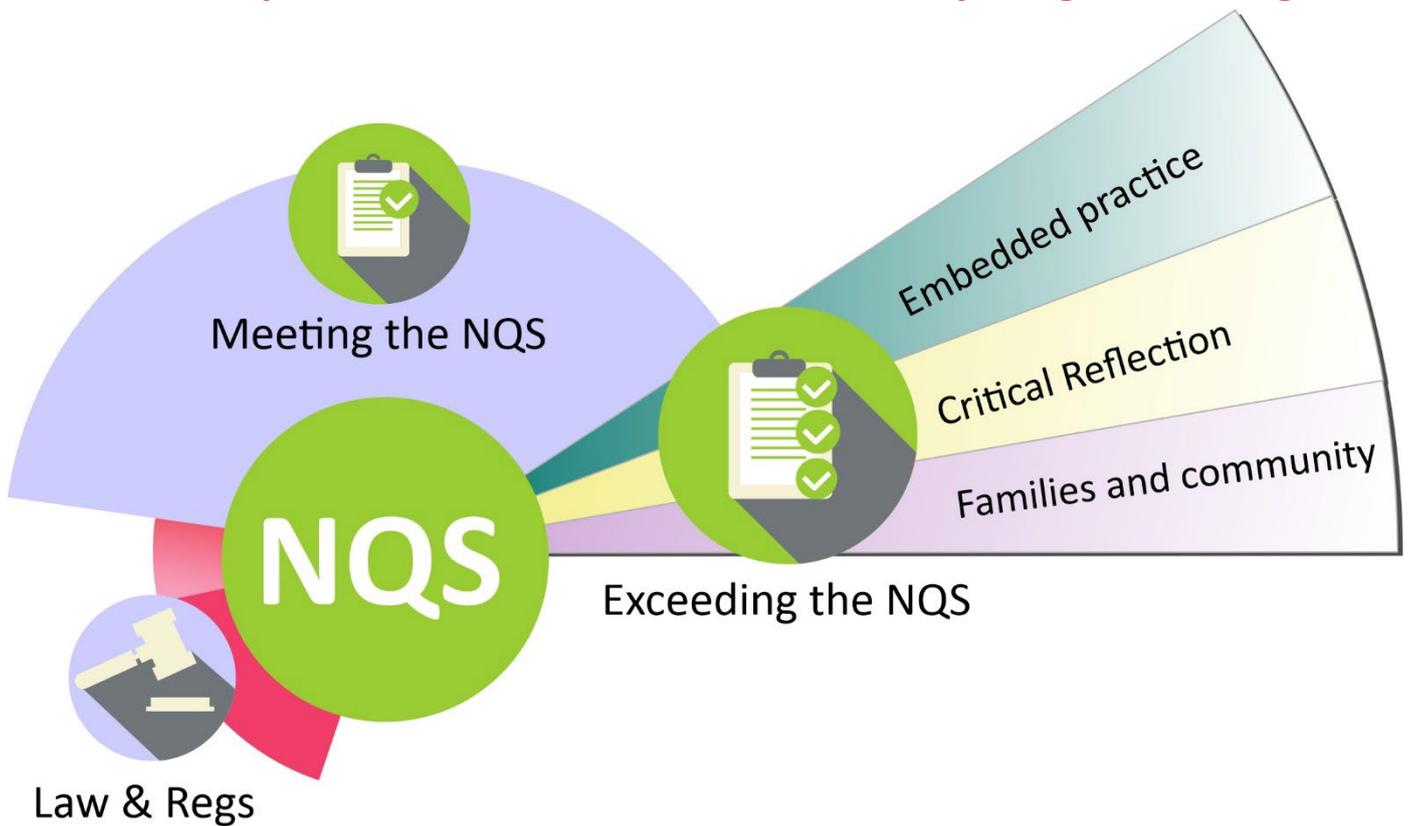


Section 2. Experienced educators – ensure everything is meeting.



First step: We must ensure the Law and Regulations are always met. **Second step:** then we look at the NQS and work through the process of meeting the element. **Third step:** then we can look at and complete the exceeding themes. The logo above shows the effort required to do these three components. It should be easy and take little time to meet the Law and Regulations once you know what is required. Meeting then can become everyday practice, while exceeding takes a lot more time, thinking, connecting to families and community and practice change.



Law section 5(1) Definitions

National Quality Standard means the National Quality Standard prescribed by the national regulations.

Law & Regs

Regulation 8 National Quality

Standard. For the purposes of the definition of National Quality Standard in section 5(1) of the Law, the prescribed National Quality Standard is set out in Schedule 1.

Regulation 168 Education and care service must have policies and procedures. (2) Policies and procedures are required in relation to the following - (i) staffing, including (i) a code of conduct for staff members



Meeting the NQS

Looking at the element in detail - A service reviewed what the NQF Guide said about element 4.2.2 and understood educators must understand:

- the National Law and Regulations, NQS, EYLF/MTOP, and Service Code of Ethics/Conduct, philosophy, policies and procedures
- attitudes, values and beliefs can impact practice.

Assess your practice first.

Read the below description and evaluate it in relation to your practices.

Week 30, 18 to 22 September 2023 – 4.2.2 Professional Standards

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Meeting – Please give an example of a professional interaction or relationship with a child and a family, and explain how it demonstrates your understanding of professional standards.

Example: During parent-teacher conferences, I ensured a professional interaction with a family. I actively listened to the parents' concerns about their child's progress, maintained a non-judgmental attitude, and provided constructive feedback. This demonstrated my understanding of professional standards by prioritizing open communication, respect for parents' perspectives, and a commitment to fostering a positive partnership between home and school.

Please give examples of service policies and procedures that promote professional behaviour and interactions and explain how they do this.

Our service has a strict policy regarding confidentiality. This policy promotes professional behaviour by ensuring that all information about children, families, and staff members is kept confidential. It creates trust within the community, as families know their personal information is secure. By adhering to this policy, we demonstrate our commitment to professionalism and ethical conduct, respecting the privacy of all stakeholders.

Please give an example of you or your team responding in an ethical way to a situation involving a child, family, or community member/organisation.

A situation arose where a child was struggling with a particular learning activity, and their family was concerned. Instead of placing blame or dismissing the concern, our team responded ethically. We held a meeting with the family to understand their perspective, collaborated on an individualised plan to support the child, and communicated regularly to track progress. This ethical response demonstrated our commitment to the child's well-being, inclusion, and a partnership with the family, aligning with professional standards of care and respect.

If you are doing similar practices to the example, use the below questions to help you write your 'meeting' description so you can add it to your QIP.

A MEETING QIP and Self-Assessment Tool (SAT)

Please give an example of a professional interaction or relationship with a child and a family, and explain how it demonstrates your understanding of professional standards.

Please give examples of service policies and procedures that promote professional behaviour and interactions and explain how they do this.

Please give an example of you or your team responding in an ethical way to a situation involving a child, family, or community member/organisation.

If you and your educators need to learn how to do the above to achieve meeting, proceed to the next page.

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