

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

Section 1. Early career educator



You must know

When you become an educator, it's important to know the organisation of educators across the service supports children's learning and development.

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

Teaching Problems: Sometimes educators may not teach well because they don't know what the centre wants them to do. This can make it hard for children to learn.

No Teamwork: Educators need to work together to help children, but if they don't know how the centre works, they might not work well together.

Missing Learning Opportunities: Children should keep learning too. If they don't know about classes or training the school offers, they might miss chances to get better at teaching.

Not Helping Everyone: Every child is different, and teachers need to help each one in the best way. If they don't know how, some students might not get the help they need.

Problems with Parents: Educators need to talk to parents about how their children are doing. If they don't know how to do this, it can cause problems with parents and make it harder for kids to do well.

Breaking Rules: Centres have rules, and educators need to follow them. If they don't know the rules, it can cause problems for the school and the students.

Unhappy Educators: If educators feel like they don't know what they're doing or don't get help, they might not like their jobs and get tired easily.

No New Ideas: educators should change and get better over time. If teachers don't know how to do

this, they might keep doing the same things and not try new and better ways of teaching.

Wasting Time and Stuff: educators should use their time and materials wisely. If they don't, it can be a waste and not help the children.



You must practice

It's important that we know how the organisation of educators across the service supports children's learning and development.

To help with the problems mentioned earlier on the left side, let's take a look at some real-life examples for guidance.

Teaching Problems: What Educators Can Do: If unsure about how to teach or what the centre expects, educators can ask their colleagues or leaders for help. They should also attend training to get better at teaching according to the centre's goals.

No Teamwork: What Educators Can Do: To work better with other educators, they should talk to them and join team meetings. Being cooperative and sharing information helps everyone.

Missing Learning Opportunities: What Educators Can Do: To not miss out on learning opportunities, educators should ask about training and keep an eye on announcements for workshops or courses.

Not Helping Everyone: What Educators Can Do: Educators should learn about different children's needs and find ways to help each child individually, especially those who need extra support.

Problems with Parents: What Educators Can Do: To communicate well with parents, educators can use communication tips and meet with parents regularly to discuss how their children are doing.

Week 36, 13 to 17 November 2023 – 4.1.1 Organisation of Educators

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Breaking Rules: What Educators Can Do: Educators should read the centre's policies (rule book) and follow the policies (rules). They should also read a policy each week to understand them (rules) better.

Unhappy Educators: What Educators Can Do: When educators feel stressed, they can seek help from mentors or colleagues and use the centre's counselling services if available.

No New Ideas: What Educators Can Do: To come up with new teaching ideas, educators should explore new or even really old methods, attend brainstorming sessions, and workshops to improve their teaching.

Wasting Time and Resources: What Educators Can Do: Educators should learn to manage their time and teaching materials effectively. They can also share resources and ideas with colleagues to avoid waste.

Negative Impact on Children's Learning Outcomes: What Educators Can Do: Educators should regularly assess themselves how well they are helping students learn. If needed, they can suggest improvements to support systems and resources to help students succeed.

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.