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**Ask yourself the following questions:**

- |                                                       |                                     |
|-------------------------------------------------------|-------------------------------------|
| ▶ What happened?                                      | ▶ What have you learnt from this?   |
| ▶ How and why did it happen?                          | ▶ What is the significance of this? |
| ▶ How do you feel about it?                           | ▶ What will you do next?            |
| ▶ How will this alter your future actions and values? |                                     |

## Self-evaluation

Self-evaluation involves looking at what you are doing, analysing its effectiveness, and changing to create a more suitable outcome or practice.

The practice of self-evaluation sharpens your self-awareness. Regular and varied self-evaluation keeps you in touch with your personal values. It also helps to develop stronger skills in working with others and performing your professional role.

Self-evaluation can occur in a number of ways; some of these are outlined here.

### Informally

Self-evaluation is part of the everyday practice of your service as you communicate with others, make decisions and gain an increasing understanding of theory, research, principles, practices and pedagogy.

### Formally

Self-evaluation occurs as part of your performance review. This review looks at your personal abilities and skills. It highlights your strengths and identifies your weaknesses, allowing you to plan strategies for support and improvement.

### Meetings and discussions

Self-evaluation can also occur at staff meetings or through educator discussion, and in any situation that challenges you to take in new information and think about its relevance.

## Supervisor evaluation

Self-evaluation may be prompted by your supervisor. Through their supervision, they may encourage you to reflect on your practices in different ways. To gain the most from your supervisor, regularly ask them if they can give you feedback.

**Supervisors also offer the following kinds of support and guidance:**

- ▶ Educational supervision: stretching your skills so you can reach your full potential.
- ▶ Administrative supervision: promoting best practice and quality work.
- ▶ Supportive supervision: encouraging you to develop strong professional relationships.

## Requirements for effective self-evaluation



### Allow enough time

To think clearly, you need time to yourself so you are not rushed or pressured.



### Seek somewhere quiet

Find a quiet place to think; this will help you think clearly. Constant interruptions will stop the flow of your thoughts.



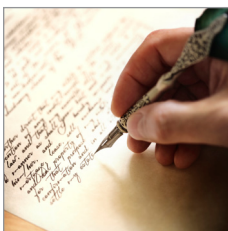
### Relax and reflect

Take some deep breaths and relax. Make the most of the opportunity. At first you may feel like you have a million other things to do. However, as you get better at self-reflection, you will find that it helps to solve problems and improves the way you do things. It's important to be in a state where you can reflect on issues without being consumed by negativity.



### Highlight your achievements

Be proud of your achievements. Particularly, think about the successes you have had since last practising self-reflection. Reflection is not just about your weaknesses; it is a time to celebrate your strengths too.



### Write in a conversational style

Document your thoughts about what you do well and what you need to work on so that you can analyse your progress. This allows you to note your current thoughts and reconsider certain areas as you develop greater skills and knowledge.

## Self-awareness

Self-awareness is a conscious knowledge of your own character, feelings, motives and desires, and how these influence your actions.

On a daily basis, self-awareness allows you to:

- ▶ objectively question your work practice, curriculum, pedagogy and relationships
- ▶ consider your opinions and perceptions and how realistic they are
- ▶ analyse your perceptions in relation to the perceptions of others.



# 1B Reflect on the effect of values, beliefs and behaviour

When you are being objective, you see things honestly and clearly. Objective opinions are ones based on facts and reality, not on ideals or biases. By viewing your skills and knowledge objectively, you will be able to identify where your weaknesses and strengths are, and clarify what is important to you.

Think of specific ways you can implement self-improvement, change a process or the way you do things, or work towards a higher quality outcome.



## Values, beliefs and behaviours

How you conduct your work is based on values and beliefs. These need to fit with appropriate practice, comply with legislation and respond to the individual requirements requested of you.

Self-management refers to your ability to take responsibility for your own behaviour. It involves decision-making, planning, scheduling, managing your time and completing tasks. When you take responsibility for your behaviour, you are reviewing your values and beliefs.

The following outlines some personal areas that you might be able to reflect on.

### Personal goals

Do you have:

- ▶ a career path?
- ▶ consistent expectations of yourself?

### Performance

Do you have:

- ▶ adequate self-evaluation skills?
- ▶ clear perceptions?
- ▶ limited or no bias?

### Time management

Do you:

- ▶ set priorities, tasks and goals?
- ▶ organise your daily schedule?
- ▶ complete tasks and projects on time?

### Personal development and/or work plan

Do you:

- ▶ assess the effectiveness of your own skills development?
- ▶ research information to develop a personal development and work plan?
- ▶ use information systems to help establish work plans?

## Example

**Personal values, beliefs and behaviours**

Erin reviewed her own values, beliefs and behaviours.

**Personal goals**

Erin has a career path and goals she will use to follow this path. In the short term she wants to take the role of educational leader when the current leader goes on maternity leave.

**Performance**

Erin has spoken to her director and explained her goals. She asked for feedback on her career path and on the areas she should develop.

While Erin disagrees with some of her current educational leader's philosophy, she does respect her and has worked with her conscientiously to ensure she learns as much as possible from her. Erin wants to understand the current educational leader's perspective so that, if she does take on the maternity leave role, she can understand why all the educators in the service work in the way they do.

**Time management**

Erin has set aside some of her own time to speak to her director and gain more feedback and support.

Erin takes on any additional work and completes it promptly.

**Personal development and/or work plan**

Erin has two areas she wants to develop most:

- ▶ her understanding of programming theories
- ▶ her competence on the iPad.

## Practice task 2

Read the case study, then answer the questions that follow.

### Case study

Sezen is a diploma-qualified educator from Turkey who has just commenced in her first working position since coming to Australia. She speaks English well, but this is not her first language. Sezen's values, beliefs and behaviours include the following:

- ▶ She shakes hands with others at any time that she says hello or goodbye.
- ▶ She does not require a large personal space and sometimes stands very close to others she is communicating with.
- ▶ She greets the eldest person in the room or entering the room first, prior to greeting others.
- ▶ During break times, Sezen makes a point of asking other staff members lots of personal questions. She believes that by developing a personal relationship she will also be fostering a professional relationship.

# 1C Share feedback

When you are part of a well-functioning team, feedback is a normal occurrence, and allows you to develop and learn each day. A reflective culture relies on open conversations. These discussions can help you to identify the qualities others see in you and give you the opportunity to connect with your colleagues, ask questions, learn and grow.



## Giving and receiving feedback

Feedback relates to information given after an event. It helps people to develop their understanding and improve their performance in relation to the standards, policies and practices of the workplace.

Whether formal or informal feedback is being given, there are a number of basic principles to keep in mind.

1

### Make it a positive process and experience

Be positive. If you are giving feedback, deliver it in a pleasant way that enables others to learn. If you are receiving feedback, accept it as a positive way for you to learn.

2

### Be timely

Feedback works best if it is given soon after an event. Follow up as soon as possible following an event and make sure the feedback discussion occurs when it is convenient for you both.

3

### Make it regular

Set periods of time for revisiting the feedback and any goals. Goals can get lost in the day-to-day work you do, so make specific times to discuss and review them.

4

### Prepare your comments

Think about what you want to say or talk about. Be reflective and clear. Make notes if needed so you remember the important parts.

5

### Consider the location

Use a space that is comfortable and private, especially if the feedback is personal and important.

If the feedback is informal or simple, you may deliver it in a public workspace. Always make sure you have the other person's full attention. Interruptions should be avoided.

6

### Be specific

Longwinded feedback can lose its value. Try to be concise and let the other person know exactly what you want to say.

7

### Criticise in private

If your feedback is critical, show respect and acknowledge the need for privacy.

## Practice task 3

Read the case study, then answer the questions that follow.

### Case study

Rainelle, an educator, has been supervising Igor, a trainee educator, for two weeks. She has noticed that he lacks skills in completing written documentation, particularly illness records and incident reports. She decides to provide feedback to help Igor work toward completing records effectively.

Rainelle: 'Hi Igor. Your interactions with the infants are lovely. You must enjoy working with them.'

Igor: 'Yes, I think the infant age group is so interesting. They're learning so much, so quickly.'

Rainelle: 'Fantastic, I agree. I have noticed that you have been writing some of the incident records too. I think maybe some could be a little clearer, particularly when you are describing what happened. Do you find these challenging?'

Igor: 'Yes, I do find them hard. Sometimes I don't know how to describe all the details.'

Rainelle: 'Well, why don't we work together on improving those skills during the next week? I think working together helps, don't you? We could come together at the end of the week and see how you have progressed.'

Igor: 'That would be great.'

Rainelle: 'Excellent. By the way, good job on completing the assignment yesterday.'

1. Outline the method that Rainelle followed to give constructive feedback to Igor.

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2. Do you think Rainelle could use a 'shared method' for giving constructive feedback about this situation with Igor? Explain your answer.

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3. What are **five** of the principles that Rainelle should take into account when giving Igor constructive feedback?

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Sometimes you might not realise you are being defensive until later on. Remember to listen carefully at all times, ask questions, and respond in a way that demonstrates you understand the feedback and are taking it in the way it was intended.

#### **Defensive behaviour involves:**

- ▶ tuning out and not listening
- ▶ interrupting
- ▶ being sarcastic
- ▶ criticising the person on a personal level
- ▶ arguing over the facts.

## **Strong relationships**

Giving and receiving feedback is more effective when there is a good working relationship between you and your co-workers. Good relationships are built on collaboration, trust and mutual respect.

As you gather information about your actions, you are accepting ideas from others who are usually more experienced than you, have different needs to you or have an alternative understanding.

#### **Practise the following principles daily:**

- ▶ Get to know others in your team individually.
- ▶ Be reliable; do what you say you will do.
- ▶ Be consistent in what you say and what you do. Actions speak louder than words.
- ▶ Allow other educators to speak without fear. Listen, acknowledge and explore differing points of view.
- ▶ Communicate clearly, regularly and in different ways about your vision, the direction for the work area and the performance expectations.

## **Analyse and interpret feedback**

Receiving feedback is only useful if you do something with it. Sometimes this will be as simple as working toward a goal or changing an aspect of your behaviour. Other times, you may need to sift through the feedback and attempt to identify what information is meaningful and factual. At times you may even need to think about whether the other person's opinions are of value to you.

Sometimes the best thing to do in response to feedback is to make a suggestion or a change and see how it goes. Most people feel concerned when feedback brings up foreign ideas or actions. However, as long as you are still meeting your responsibilities and are not breaching any legislation, guidelines or service codes, trying something out can be a learning experience and may even be enjoyable.



4. Choose **two** work role boundaries, beliefs and values that need to be considered when reviewing and improving your own practices. For each boundary you have chosen, write down how your personal behaviours, beliefs and values influence this.

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## Part B

Read the case study, then answer the questions that follow.

### Case study

Lidia is an educator under your supervision. You have noticed that she is approaching parents when they arrive to pick up their children and telling them about any difficult behaviour that has occurred throughout the day using descriptions that are quite exaggerated. You have seen that, on many occasions, the children can hear the discussion. You can also see that some of the parents are becoming concerned about their children. Today a parent spoke to you when they arrived and asked immediately if their child had been bad today.

1. Explain how to provide feedback to Lidia using the sandwich method.

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2. If Lidia responded by telling you she thought your behaviour guidance techniques for children were poor, how would you receive this feedback non-defensively and what would you say next?

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## Topic 2

In this topic you will learn how to:

- 2A Determine necessary improvements**
- 2B Identify potential support networks**
- 2C Seek specialist advice or further training**
- 2D Practise self-care and ask for support**
- 2E Implement a personal development plan**

## Enhance own practice

Evaluating your professional practice is an essential part of career development. It helps you to identify the gaps in your skills and knowledge, seek new information and improve your understanding and skills. The mechanism that is commonly used to do this is a regulated quality improvement plan (QIP).

To keep abreast with current developments and trends, you also need a good understanding of the education and care industry. This is the only way to effectively address your current and future professional needs.

The following table maps this topic to the National Quality Standard and both national learning frameworks.

| National Quality Standard      |                                                                          |
|--------------------------------|--------------------------------------------------------------------------|
|                                | Quality Area 1: Educational program and practice                         |
|                                | Quality Area 2: Children's health and safety                             |
|                                | Quality Area 3: Physical environment                                     |
|                                | Quality Area 4: Staffing arrangements                                    |
|                                | Quality Area 5: Relationships with children                              |
|                                | Quality Area 6: Collaborative partnerships with families and communities |
| ✓                              | Quality Area 7: Governance and leadership                                |
| Early Years Learning Framework | My Time, Our Place                                                       |
| Principles                     |                                                                          |
|                                | Secure, respectful and reciprocal relationships                          |
|                                | Partnerships                                                             |
|                                | High expectations and equity                                             |
|                                | Respect for diversity                                                    |
| ✓                              | Ongoing learning and reflective practice                                 |
| Practice                       |                                                                          |
|                                | Holistic approaches                                                      |
|                                | Responsiveness to children                                               |
|                                | Learning through play                                                    |
|                                | Intentional teaching                                                     |
|                                | Learning environments                                                    |
|                                | Cultural competence                                                      |
|                                | Continuity of learning and transitions                                   |
|                                | Assessment for learning                                                  |
| Outcomes                       |                                                                          |
|                                | Children have a strong sense of identity                                 |
|                                | Children are connected to and contribute to their world                  |
|                                | Children have a strong sense of wellbeing                                |
|                                | Children are confident and involved learners                             |
|                                | Children are effective communicators                                     |

## Join formal networks

Networking requires time and effort, but the result is ultimately worthwhile.

### When you join a formal networking group, it can provide:

- ▶ a source of fresh and creative ideas
- ▶ a sense of comradeship
- ▶ partners to help you troubleshoot or brainstorm
- ▶ colleagues to collaborate with on big and small projects
- ▶ a huge supply of wisdom, expertise, experience and resources
- ▶ a shared mission (something bigger than just yourself)
- ▶ a feeling of pride and positivity about your profession.

## Develop informal networks

Within your organisation, networking will depend on the type of service you participate in, the size of your organisation and its structure. The networks may not be obvious, or they may be a clearly adopted strategy for staff development. In either case they should provide a positive culture and a way for participants to learn and grow.

Informally, you will network by asking and answering questions, and through observing and discussing what happens each day. Formally, you may be involved in meetings, shared planning times, professional development and training.

### Within the organisation, you may have access to:

- |                                          |                                                         |
|------------------------------------------|---------------------------------------------------------|
| ▶ colleagues                             | ▶ supervisors                                           |
| ▶ educational leaders                    | ▶ directors                                             |
| ▶ owners or management committee members | ▶ support staff, such as casual workers and specialists |
| ▶ community members                      | ▶ parents.                                              |

## Cultural groups

You may want to find a cultural group that can help you increase your knowledge and understanding of the children and families in your service. Through research you will be able to find many different cultural groups that may meet regularly or share information online about their background and planned activities.





## Mentoring

It is the role of the educational leader or the early childhood teacher to mentor you through the educational program. Each service may have slightly different expectations, but national regulations require that people in these roles carry out mentoring, coaching or supporting actions in relation to other educators.

A colleague can be an informal source of mentoring. They may have skills, knowledge and experience that you admire and respect. On-the-job mentoring should be a positive experience with the aim of supporting you to develop greater knowledge and skills.

## Professional supervision

Professional supervision will be provided by your educational leader or early childhood teacher. A service director, coordinator or owner may also provide this supervision.

Professional supervision works best if your relationship with the supervisor is trusting, genuine, ethical, confidential and respectful.

Professional supervisors should be people that provide you with constructive feedback and opportunities to further your current skills and knowledge. They should have your best interests in mind and be focused on how you can help the service as a whole to provide the best quality education and care possible.



## Peer support

Peers are your colleagues. Depending on their experience, skills and knowledge, they can be very useful support people. A peer who is passionate about a particular area of their work, including day-to-day education and care, can have a lot to offer. A peer may have similar interests and share and link you to information or services that they have found useful.

## Nationally accredited training

Nationally accredited courses in education and care are linked to a range of requirements within the NQF. Regulations and standards state the qualifications required by certain staff, and the ratios and responsibilities that people of each qualification level can be involved in. It is most common for people to take part in accredited training when they are planning a career move.

Presently, training is offered in a variety of different ways. You can participate in the following types of training.

### Traineeships

Work while you study – your service supports your training.

### Funded/self-funded training

Studying independently and completing practical placement within a service (such as your workplace) at various points during your study.

## 2D Practise self-care and ask for support

Self-care is about recognising your needs and ensuring these are met. For many people, the balance between different needs is very difficult to maintain, and at times you may need additional help to stay healthy.

It is essential that you ask for help when any aspect of your personal care is being negatively affected. This is particularly important if you are not coping with the demands of your job role, or your personal life is influencing your ability to manage your daily work practices. A combination of such factors can cause stress and uncertainty, and this can impact your work performance.

This may impact on the children, families and educators you are working with, as well as your own personal network and family members.

### Self-care relates to the balance you have between your:

▶ sleep

▶ nutrition

▶ exercise

▶ social life

▶ interests

▶ mental health.

▶ spirituality

## Self-care

Anything that contributes to your emotional, spiritual, physical or social wellbeing is related to your self-care. Self-care occurs when you are able to create a balance between work and personal life. Looking after yourself by doing things like brushing your teeth, exercising, taking medicine when you are unwell, or taking time out to pray or meditate is considered to be self-care.

Take responsibility for your own health and wellbeing. This includes taking actions to stay fit and healthy, meet your social and mental needs, and prevent illness or accidents.

Self-care also means staying active by doing things that are important to you, such as gardening, shopping, exercising, playing sport, attending social functions, seeing friends and family, going on a holiday or going to work. It involves looking at what you can do and want to do, rather than what you can't do or have to do.

Living a healthy lifestyle is part of self-care for everyone.



## Measurable goals

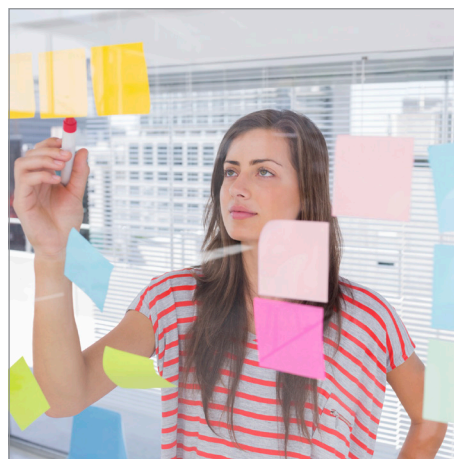
Goals are much harder to achieve if they are not measurable. Measurable goals have a clear purpose and will give you more desire to work towards them.

Taking small steps towards goals makes you more likely to achieve the bigger picture you are working towards. Evaluating your achievements at each stage and documenting your progress shows steps you have already undertaken to reach your current stage of progression. It also provides a feeling of satisfaction that can encourage you to keep working hard. You can then identify what else needs to be done or practised to enable you to achieve your goal.

## Attainable and realistic goals

When setting personal goals, whether short- or long-term, it is imperative that you ensure they are attainable and realistic. Unrealistic or unattainable goals may be impractical, show lack of purpose, or be easily forgotten about or pushed aside.

When setting your own individual goals for self-improvement, be realistic and take small steps. Use documentation to track your progress, as you can then see what stage or steps you have achieved. It also helps you to see what else is required to reach your anticipated outcome.



Realistic goals can often be established with the help and feedback of peers or supervisors. Having someone work with you to establish these often gives you more focus and perspective. The other person may also be able to help you progress, measure, evaluate and reflect on the steps you undertake.

## Time-framed goals

Your personal development plan goals need deadlines to ensure that you make steady progress and feel successful. Time management skills are required, so this exercise will be a great opportunity to work on developing these as secondary skills.

Writing goals using the SMART method requires including time lines for your goals. If you think you are expecting too much, you should adjust the goals or objectives, taking into consideration your other responsibilities.

Achieving your deadlines ahead of time can be exciting, not only due to you having achieved so much, but also because you will have additional time to spend on another goal, or to take a break to recoup.

### Tips for setting realistic time lines

Put time frames on each goal so that adequate time is available.

Set milestones so progress within the time frame is measurable.

Use time management skills to make effective use of the time allocated.

Adjust time lines if deadlines become unachievable.



# Learning checkpoint 2

## Enhance own practice

### Part A

1. Provide **three** questions you could ask yourself to determine improvements needed in your own work.

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2. List a potential formal support network or professional association that you could use to gain external feedback. Explain how you might use this network.

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3. How do you determine the need to seek specialist advice or further training?

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4. Self-care requires you to balance your work and personal life. Who might help you if you find yourself overwhelmed at work?

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5. Research and identify one qualification provided through nationally accredited training or higher education that you would benefit from (other than the qualification you are currently studying). Explain why you would benefit from holding this qualification.

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# 3A Use industry developments to improve practice

The education and care industry includes private, not-for-profit and government organisations across Australia. The Australian Bureau of Statistics (2014) found that 48 per cent of all Australian children aged 0–12 years attended some type of childcare, and nearly one quarter of all children attended formal care. A description of formal and informal care types is outlined in the following information.

## Formal care

Formal care is regulated and occurs away from the child's home. It includes all of the registered services; for instance:

- ▶ before and after school care
- ▶ vacation care
- ▶ long day care
- ▶ family day care
- ▶ preschool/kindergarten.

Occasional care is also regulated, but not registered; hence it is not required to follow the NQF at this point in time.

## Informal care

Informal care is non-regulated and arranged by the parent or guardian. It may be paid or unpaid. It occurs inside or outside of the child's home and includes care by:

- ▶ siblings
- ▶ grandparents
- ▶ other relatives
- ▶ friends
- ▶ neighbours
- ▶ nannies or babysitters.

## National Quality Framework

The education and care services that you provide and are training to deliver are linked to the National Quality Framework (NQF) by registration. The components of the NQF include:

- ▶ Education and Care Services National Law
- ▶ Education and Care Services National Regulations
- ▶ NQS
- ▶ EYLF and MTOP.



Each of these has been developed to guide services, their educators and organisational representatives to work toward implementing best practice education and care.

As at August 2017, there were:

- ▶ 15,546 regulated education and care services under the NQF
- ▶ 14,106 services with a quality rating

**Trends can influence your future needs by affecting:**

- ▶ the way you work with children and their families
- ▶ what role/s you play
- ▶ your qualifications and responsibilities
- ▶ your career aspirations
- ▶ your pedagogy.

## Professional associations

Professional associations maintain up-to-date information on industry trends and issues. As peak bodies, they often hear about, publicise and begin to respond to changes within their sector early, and support their members and others in relation to how these trends will affect the workplace, children and families.

The following are some peak body organisations.

**ACT branch of Early Childhood Australia**

- ▶ Early childhood professional network meetings
- ▶ ACT early childhood professionals
- ▶ By membership
- ▶ Email: [ecaact@earlychildhood.org.au](mailto:ecaact@earlychildhood.org.au)
- ▶ Website: <http://aspirelr.link/eca-act>

**National Outside School Hours Services Association (NOSHSA)**

- ▶ Outside school hours care (OSHC) issues
- ▶ For OSHC educators
- ▶ By membership
- ▶ Email: [noshsa@noshsa.org.au](mailto:noshsa@noshsa.org.au)

**Gowrie Victoria**

- ▶ Early childhood education specialists
- ▶ For educators of all levels
- ▶ Email: [gowrie@gowrievictoria.org.au](mailto:gowrie@gowrievictoria.org.au)

**Example****Further studies**

Rosie has completed her diploma and is quite experienced in the education and care industry. She plans to work toward a 2IC (second in charge) role.

In her service, the 2IC role has recently been changed. The requirement is that the 2IC must now be the educational leader and simultaneously hold a bachelor's qualification in early childhood development (or equivalent). For Rosie, this means that, despite her experience, she will need to do further study before she is eligible for promotion.



### General practices

These include:

- ▶ acceptable behaviour and guidance
- ▶ clothing
- ▶ lost property
- ▶ excursions.

### Routine practices

These include:

- ▶ meals and snacks
- ▶ dental care
- ▶ rest times
- ▶ toileting.

### Administration

These include:

- ▶ absences
- ▶ accounts and receipts
- ▶ school holiday care
- ▶ fee payments
- ▶ outstanding accounts.

### Enrolment and orientation

These include:

- ▶ arrivals and departures
- ▶ confidentiality
- ▶ lawful authority and contact
- ▶ daily communication
- ▶ record keeping
- ▶ signing in and out
- ▶ safety and security.

## Codes of practice

The United Nations Convention on the Rights of the Child is a code of practice that is followed in the education and care industry. It contains 42 articles that deal with broad-ranging issues, but many of the articles are relevant for day-to-day work in education and care. For example, Article 3 states: 'The best interests of the child must be a top priority in all actions concerning children'. Your service will expect you to advocate for children and their families, as well as the education and care industry as a whole.



1. Why should Sammy undertake continuous forms of training and skill development?

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2. What is the role of the quality improvement plan (QIP)?

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## Summary

- ▶ Understanding and being aware of changes allows you time to think about what is happening, plan responses and work confidently with others in communicating best practices.
- ▶ The Australian Children's Education and Care Quality Authority (ACECQA) has the most reliable and appropriate online information about current trends in the education and care industry.
- ▶ Industry trends that affect your work with children, families, other educators and the service community should always be of interest as these are the foundation of your role.
- ▶ Professional associations maintain up-to-date information on industry trends and issues.
- ▶ Your role is linked to legal parameters and specific legislation that guide you to fulfil the expectations of others.
- ▶ Regulations and standards prescribed by government authorities have been developed to establish uniform control over the operation of programs and services.
- ▶ Along with legislation that guides all workers in Australia, there are some specific legal and ethical considerations that are central to the education and care industry.
- ▶ Employees and employers have responsibilities when it comes to a range of issues in the workplace.
- ▶ When you observe others in the workplace you are able to identify and engage with specific opportunities to extend and expand your own expertise.
- ▶ People have different learning styles, and these influence the way they take in and make sense of information.
- ▶ As a regulation requirement, the most common review mechanism within education and care services is the quality improvement plan (QIP).
- ▶ As an educator you must be committed to your job description roles and responsibilities. To maintain these you must be involved in continuous improvement, reflection and in keeping up to date with constant changes and evolving trends within the education and care sector.