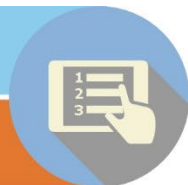


7.1.2

Management systems

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



Week 24
5.8.2024

Section 2. Evaluation and Reflection (Room Leaders and Educators)

Conducted by the room leader along with their educators.



Checklist

Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If there's something on the checklist that you're not doing, you need to adjust your practice to do it, or ask for help and training to implement it ie work with your educational/room leader who should teach/coach you how to do it. This process uses the **summative assessment process** from the **new EYLF and MTOP**. Educators review your achievements and capabilities at specified or selected timepoints. Please make a judgement about the path you are on to understanding the element.

The checklist keys to use.

E = Embedded I do that **ALL** the time

K = I know I need to do that, but I don't do it all the time

T = Please teach me how to do it or improve my understanding of why I need to do it.

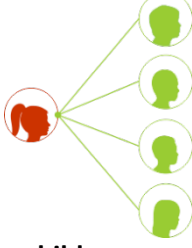
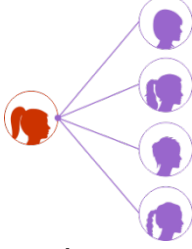
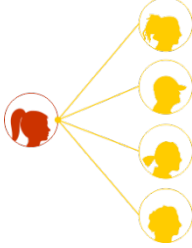
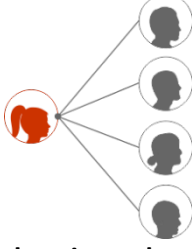
Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

	ED1	ED2	ED3	ED4	ED5
Do you complete risk assessments to manage potential risks eg bottle warming, new equipment, relevant learning activities?					
Do you only access your own personal information or information you need to do your job?					
Do you share curriculum information in a way that respects the privacy of children and their families?					
Do you refer to the National Law and Regs, or policies and procedures if unsure what's required/how to do something?					
Do you always make notifications within timeframes required under the National Law and Regs eg notify serious incidents within 24 hours, notify parents of incident within 24 hours?					
Do you always follow service policies and procedures, including those dealing with social media, technology, privacy, tobacco alcohol and drugs, broken resources, incidents/accidents, supervision and child protection?					
Do you always ask someone to explain a Policy or Reg requirement you don't understand?					
Do you use the complaints procedure if unable to resolve a complaint directly with the person concerned?					
Do you analyse incidents at the service and make improvements to practice/premises where relevant?					
Do you regularly contribute to the strengths and improvement sections of your Service QIP (SAT for NSW)?					
Are you clear about who your supervisor is, and who you should give feedback to/discuss concerns with?					
Communication					
Do you offer feedback about service operations, policies and procedures etc during staff meetings or discussions with your manager/leader?					
Do you pass relevant information you receive about children/families to your Room or Group Leader/Nominated Supervisor?					
Do you ask for support if needed eg coaching, mentoring, training?					



The EYLF and MTOP says. "Evaluation practices involve educators' critical reflection on the effectiveness of their planning and implementation of curriculum for children's learning as part of the planning cycle, both for and with children'. Pick one of the following reflection points to complete the table below:

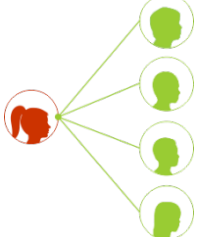
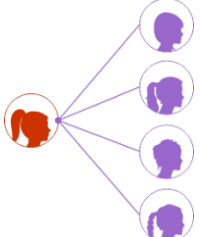
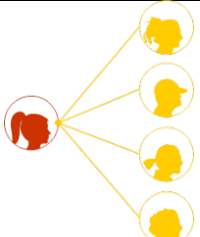
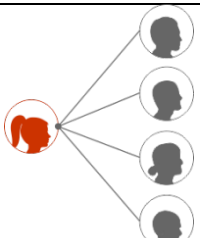
- How much do the views of other educators influence your contributions to the continuous improvement of management systems? Examples below from this point.
- Are there record keeping processes that you feel are cumbersome, inefficient or unnecessary? How could these be improved? Who will you discuss this with? (eg see QIP/SAT improvement example)
- **Are there human resource management procedures (eg leave, rosters, access to training) that are not working very well? What needs to change? Have you discussed respectfully with Managers?**

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>	<p>From a child's perspective, inconsistency in staff due to poor rostering can be confusing and unsettling. When familiar educators are frequently absent, children might feel insecure and anxious, impacting their learning and development. This inconsistency disrupts the formation of secure attachments, which are crucial for a child's sense of safety and emotional well-being.</p>	<p>Ensure rostering provides continuity of care by having consistent educators with the same group of children. Discuss with managers to improve rostering practices.</p>
 <p>an educator</p>	<p>As an educator, difficulties with leave approval and lack of access to training can lead to burnout and a feeling of being undervalued. These issues affect my ability to deliver high-quality education and care. Continuous professional development is vital for keeping up-to-date with best practices and ensuring that I can meet the diverse needs of the children.</p>	<p>Advocate for a more transparent leave process and increased access to professional development opportunities. Communicate these needs respectfully to management.</p>
 <p>your families</p>	<p>Families may notice the impact of poor human resource management through changes in their child's behaviour and feedback about different educators. This can lead to a lack of trust in the service's stability and consistency. Families rely on the assurance that their children are cared for by familiar and trusted educators.</p>	<p>Engage with families to understand their concerns and communicate plans to improve staff consistency. Provide regular updates on changes made to human resource practices.</p>
 <p>theorist and current research</p>	<p>Current research emphasises the importance of consistent relationships between children and educators for emotional security and optimal learning. Theorists like Bronfenbrenner highlight the impact of stable environments on child development. Vygotsky's Social Development Theory underscores the importance of stable, supportive interactions for development. Disruptions in these relationships can hinder a child's ability to feel secure and focus on learning activities.</p>	<p>Use research to advocate for policy changes that prioritise consistent staffing. Present evidence to management to support the need for improved human resource management practices.</p>



The EYLF and MTOP says. "Evaluation practices involve educators' critical reflection on the effectiveness of their planning and implementation of curriculum for children's learning as part of the planning cycle, both for and with children'. Pick one of the following reflection points to complete the table below:

- How much do the views of other educators influence your contributions to the continuous improvement of management systems?
- Are there record keeping processes that you feel are cumbersome, inefficient or unnecessary? How could these be improved? Who will you discuss this with? (eg see QIP/SAT improvement example)
- Are there human resource management procedures (eg leave, rosters, access to training) that are not working very well? What needs to change? Have you discussed respectfully with Managers?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>		
 <p>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		