# 7.1.3 Roles and responsibilities

Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

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| To **MEET** QIP and Self-Assessment Tool (SAT) | To **EXCEED** the QIP and Self-Assessment Tool (SAT) |
| Give an example of a time you’ve referred a parent to a policy/procedure to help explain your actions. | Discuss ways in which the service philosophy, core values, and reporting structure help all staff understand their roles and responsibilities. |
| Educators and staff refer parents to relevant policies/procedures to support their actions. Recently, a parent questioned our decision to exclude their child due to a mild illness. I referred them to our Infectious Diseases Policy, which outlines the exclusion periods for various illnesses to ensure the health and safety of all children. By showing them the specific section in the policy, I helped the parent understand the necessity of this action. | Our service philosophy, core values, and reporting structure clarify staff roles and responsibilities. For example:   * Each staff member reports to a single manager. * Regular meetings occur between room leaders and the NS, NS and EL, and EL and educators. * Our values promote continuous improvement, high-quality learning outcomes, protecting children, positive relationships, and professional standards. |
| Give an example of a time you noticed something inside or outside that was unsafe and your response. | Give an example where you or your team reflected on service roles and responsibilities and how this improved practice and strengthened continuous improvement. |
| Educators notice unsafe environments. During a routine outdoor play inspection, educator noticed a broken piece of play equipment with sharp edges. Immediately, they cordoned off the area to prevent access, documented the hazard, and reported it to management for repair. This action ensured the safety of the children until the equipment was fixed. | Educators reflect on service roles and responsibilities and this improves practice and strengthens continuous improvement. For example, our team recently reflected on roles and responsibilities during a staff meeting. We discussed the distinction between the NS role and the person in day-to-day charge. Clarifying these responsibilities helped us ensure the right person is the "responsible person" under national law. This reflection improved our practice and strengthened our continuous improvement efforts. |
| Give an example of a time you referred to the national law, regs or NQS when you weren’t sure about what you should be doing? | Give an example of the support or mentoring you’ve given to a team member when they didn’t have the necessary skills or knowledge. |
| Educators refer to the national law, regs or NQS when unsure about what they should be doing. For example, when unsure about the requirements for documenting children's learning, I referred to Regulation 74 of the National Regulations, which provides clear guidelines on maintaining accurate and up-to-date records of children's development and progress. This ensured compliance and quality in our documentation process. | Educators support and mentor other educators. For example: educators mentored a colleague struggling with documenting learning. I demonstrated how to link observations to the Early Years Learning Framework and provided feedback on their entries. Additionally, I coached them on using open-ended questions to engage children better. This support helped them gain confidence and improve their documentation skills. |
| Give an example showing how you helped a family understand your role includes supporting families to access information or resources about parenting and family wellbeing. | How would you respond if asked about your role and responsibilities? What supporting documents might you use? |
| Educators help families understand their role includes supporting families to access information or resources about parenting and family wellbeing. For example, a family expressed concerns about their child's biting behaviour. I provided them with resources on behaviour guidance and arranged a meeting with our inclusion support specialist. We discussed strategies and support available, ensuring the family felt supported and informed about managing and understanding their child's behaviour. | Educators understand their role and responsibilities because they can refer to: When asked about my role and responsibilities, I refer to my detailed position description. I explain how our service policies, national law, and regulations guide my actions. I also highlight my comprehensive induction and ongoing mentoring from the EL, which ensures I understand and effectively perform my duties. |
| Give an example showing how the Code of Conduct or Ethics guides your practice or Service operations. | Give an example of a time you’ve supported a family to understand the roles and responsibilities of educators, staff or managers. |
| Our Code of Conduct/ethics guides educators’ practice and service operations. For example: our Code of Conduct emphasises protecting children from harm. When I observed a colleague using inappropriate language around children, I reminded them of our Code and reported the incident to management. This ensured we upheld our professional standards and provided a safe, respectful environment for the children. | We support families to understand the roles and responsibilities of educators, staff and managers. For example, a parent was unsure about the role of our educational leader. I explained how the EL supports all educators by providing coaching and positive feedback. I also shared our service's philosophy and the EL's role in promoting high-quality learning outcomes. This helped the parent understand the importance of the EL in our team. |