



## Law & Regs

### Law section 5(1) Definitions

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

### 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

**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.

### Why is the element important?

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.

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

**Inconsistent Behaviour Management:** Without a clear understanding of the National Law, Regulations, and the service's philosophy, educators may apply inconsistent behaviour management strategies, leading to confusion among children and a lack of trust from families. This could cause misunderstandings about discipline practices and damage relationships with both children and parents.

**Bias in Interactions:** If educators do not regularly reflect on their values, attitudes, and beliefs, they may unknowingly favour certain children or families based

on their personal biases. This could result in unequal treatment, marginalising some children and failing to provide an inclusive learning environment.

**Lack of Professional Boundaries:** Without a strong grasp of the service's Code of Conduct, educators may engage in unprofessional relationships with families or colleagues, such as overstepping boundaries or discussing personal issues inappropriately. This could undermine the service's professionalism and cause discomfort or conflict.

**Poor Communication with Families:** Failure to understand the importance of clear, respectful communication could lead to breakdowns in how educators interact with families. For instance, educators might not properly explain a child's progress or challenges, leaving families feeling uninformed and disconnected from their child's learning.

**Non-Compliance with Legal and Ethical Standards:** If educators don't fully understand the National Quality Framework, including the NQS and EYLF/MTOP, they may fail to meet legal and ethical standards. This could result in non-compliance during assessments or audits, negatively impacting the service's quality rating and reputation.

**Inappropriate Response to Children with Disabilities:** Without knowledge of the Disability Discrimination Act and the obligation to make reasonable adjustments, educators may not effectively support children with disabilities. This could prevent children from participating meaningfully in the service, leading to exclusion and potential complaints from families.

**Lack of Collaboration Among Staff:** If educators do not appreciate the impact of their beliefs and values on their interactions, they may fail to collaborate effectively with colleagues. This could result in a fragmented team, poor communication, and inconsistent educational practices, ultimately harming the children's learning experiences.

### Week 30, 16 to 20 September 2024 – 4.2.2 Professional Standards

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You must practice

**It's important that we are aware of the professional standards that guide practice, interactions and relationships.**

**Consistent Behaviour Management:**

To avoid inconsistent behaviour management, educators can participate in regular team meetings to discuss the service’s behaviour management policies. Reviewing case studies and reflecting on shared strategies ensures all educators apply consistent, fair, and respectful approaches aligned with the National Law, Regulations, and the service’s philosophy.

**Addressing Bias in Interactions:**

Encouraging reflective practice through regular discussions and feedback helps educators become aware of personal biases. Professional development workshops on cultural competence and inclusion can support educators in identifying and minimising the impact of their biases, fostering equality and respect in their relationships with children and families.

**Maintaining Professional Boundaries:**

Educators should be provided with training on professional boundaries, including the expectations outlined in the Code of Conduct. Regular role-playing scenarios and reminders during staff meetings can reinforce the importance of maintaining appropriate relationships with families and colleagues, ensuring professionalism is upheld at all times.

**Improving Communication with Families:**

To improve communication, services can implement clear guidelines for interactions with families, including regular updates on children’s progress and open, respectful dialogue. Educators can also use communication tools, such as newsletters or parent meetings, to keep families informed and engaged in their child’s learning journey, ensuring they feel valued and connected.

**Ensuring Compliance with Legal and Ethical Standards:**

Ongoing professional development sessions that focus on the National Quality Framework, including the NQS and EYLF/MTOP, help educators stay informed about their legal and ethical obligations. Regular internal audits and reflective sessions on compliance can also ensure that educators meet the required standards and regulations consistently.

**Week 30, 16 to 20 September 2024 – 4.2.2 Professional Standards**

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**Supporting Children with Disabilities:**

To address the needs of children with disabilities, educators should collaborate with families and specialists to implement reasonable adjustments that ensure all children can participate meaningfully. Regular training on the Disability Discrimination Act and reflective practices on inclusive teaching strategies enable educators to meet the diverse needs of all children effectively.

**Promoting Staff Collaboration:**

Encouraging a culture of collaboration through team-building activities, regular reflective meetings, and open communication ensures that educators work together towards shared goals. This approach fosters mutual respect, allows for the exchange of ideas, and strengthens team unity, enhancing the overall quality of care and learning for children.

After reading these points, which one(s) do you think you are doing well? Describe your practice in detail so it can go directly into you QIP or SAT (NSW only).

After reading these points, which one(s) do you think you need to work on? Describe how you could improve your practice.