



## 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:

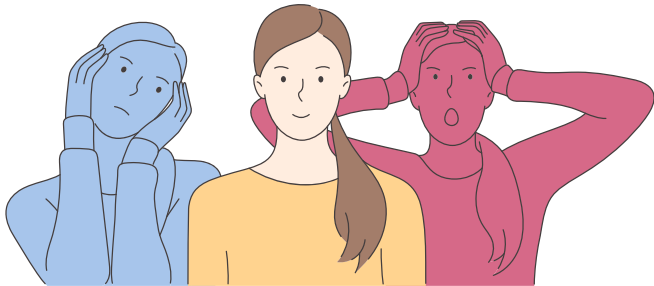
- the National Law and Regulations, NQS, EYLF/MTOP, and Service Code of Ethics/Conduct, philosophy, policies and procedures
- attitudes, values and beliefs can impact practice.

There are **things** that you need to do with your service and educators.

- (1) Review the points from the Law and make yourself familiar with them. Conduct the compliance test with your educators to check their knowledge.
- (2) Add to your folder the daily planner so you can document and show the assessor how you are working with educators. Use documents provided in this section.
- (3) TO learn more about this week's element watch this video.  
[https://vimeo.com/649769582/e655fdd23f?s\\_hare=copy](https://vimeo.com/649769582/e655fdd23f?s_hare=copy)
- (4) Guide your educators to ensure they are at the meeting level, use the examples in the educators' section and the checklist to help you know exactly what is required.
- (5) Explore the exceeding themes with the examples in the educators' section and your section for critical reflection and families and communities.
- (6) Work with your Nominated Supervisor and edit the QIP (SAT for NSW) template provided by Centre Support to ensure it is reflecting your service's practices.



## A practical step-by-step guide to stop gossiping in an early childhood education service



### Step 1: Recognise Gossiping

**What to Do:** Start by recognising what gossiping is. Understand that it involves talking negatively or sharing unverified information about someone, whether it's a child, a family, a colleague, or anyone else involved in the service.

### Step 2: Understand the Harm

**What to Do:** Reflect on how gossiping can harm relationships, trust, and the overall learning environment. Recognize that gossiping goes against professional standards and can negatively impact children and families.

### Step 3: Promote Open Communication

**What to Do:** Encourage open and direct communication among team members. Let everyone know that they can address concerns or issues openly rather than resorting to gossip.

### Step 4: Set Clear Expectations

**What to Do:** Establish clear guidelines and expectations for respectful communication in your service. Create a Code of Conduct that includes consequences for gossiping.

### Step 5: Lead by Example

**What to Do:** Be a role model by avoiding gossip yourself. Show your team how to address concerns directly and professionally.

### Step 6: Educate Your Team

**What to Do:** Conduct training sessions or workshops on the negative impacts of gossiping. Use real-life examples to illustrate the harm it can cause.

### Step 7: Provide Alternatives

**What to Do:** Teach your team alternative ways to address concerns or conflicts. Encourage them to use constructive communication, like discussing issues with the person involved or seeking guidance from supervisors.

### Step 8: Foster a Positive Culture

**What to Do:** Create a positive and supportive work culture. Acknowledge and celebrate achievements, and provide regular opportunities for team members to share their thoughts and concerns.

### Step 9: Implement a Reporting System

**What to Do:** Establish a confidential reporting system for team members to use if they witness or experience gossip. Ensure that there are clear procedures for addressing such reports.

### Step 10: Enforce Consequences

**What to Do:** Be consistent in applying consequences for those who engage in gossip. This may include verbal warnings, written warnings, or other appropriate actions based on your service's Code of Conduct.

### Step 11: Regularly Review and Reflect

**What to Do:** Periodically review your progress in reducing gossip and reflect on any incidents that have occurred. Use these reflections to further educate and improve your team's communication.

### Step 12: Celebrate Success

**What to Do:** Celebrate your team's success in reducing gossip. Highlight instances of positive communication and the improved relationships within the service.

To learn more, watch this training video

<https://vimeo.com/649769582/e655fdd23f?share=copy>

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

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## Compliance test for educators

**Instructions: Nominated Supervisor is to** conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Miss Jenni asks if the topic of professional standards is covered in the Regs. Is it?		
Miss Bianca asks if it's mandatory to have policies and procedures based on ECA's Code of Ethics. Please respond.		

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**Educational Leader weekly sheet**

Date	Educational Leader activity	With whom?	Comments	Follow up
Monday 16.9.24	Run workshop on inclusive teaching methods	Educators	Was well-received, and participants showed enthusiasm to implement inclusive strategies.	The workshop was well-received, and participants showed enthusiasm to implement inclusive strategies.
Monday 16.9.24				
Tuesday 17.9.24				
Wednesday 18.9.24				
Thursday 19.9.24				
Friday 20.9.24				

General thoughts or ideas

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



## Compliance test for educators **ANSWERS** for this week.

**Instructions: Nominated Supervisor is to** conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Miss Jenni asks if the topic of professional standards is covered in the Regs. Is it?	Reg 168(2)(i) requires policies and procedures about staffing, including a code of conduct, the <b>NQS is included in the Regs</b> in Schedule 1.	
Miss Bianca asks if it's mandatory to have policies and procedures based on ECA's Code of Ethics. Please respond.	No it's not, because there's no requirement in the National Law or Regs to do this. ECA's Code of Ethics is mentioned in the Guide to the NQF as a potential reference document. The Guide is not part of the Law.	

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