



Room Leader

Aspect	Room Leader's Management Role	Room Leader's Leadership Role
Understanding Professional Standards	Ensure that all staff are familiar with the National Quality Framework, National Law, National Regulations, and service policies, and that resources like the Early Childhood Australia Code of Ethics are accessible.	Lead by consistently applying professional standards and ethical principles, encouraging the team to reflect on their practices and make decisions that align with these frameworks.
Implementing the Approved Learning Frameworks	Oversee the consistent implementation of the approved learning frameworks, ensuring all educators incorporate these into their daily practice in compliance with the National Quality Standard.	Guide educators to reflect on how they use the learning frameworks to inform their teaching, encouraging professional dialogue to enhance outcomes for children.
Disability Inclusion and Adjustments	Manage the identification and implementation of reasonable adjustments to ensure the meaningful participation of children with disabilities in line with the Disability Discrimination Act 1992.	Lead collaborative efforts between educators, families, and specialists to develop and adapt inclusive strategies that promote equal participation and learning opportunities for all children.
Reducing Bias and Critical Reflection	Facilitate regular reflective practice sessions for staff to examine biases and assumptions, ensuring that these are minimised in their interactions with children, families, and colleagues.	Model critical reflection by sharing personal experiences of bias and guiding educators through exercises that help them identify and address their own assumptions in a safe and supportive environment.
Promoting Professional Conduct	Manage and enforce the service's Code of Conduct, ensuring all staff demonstrate care, empathy, and respect in interactions with children, families, and colleagues.	Lead by example in demonstrating professional conduct and engaging in open discussions with staff about ethical issues, ensuring the Code of Conduct informs daily interactions and decision-making.
Maintaining Open Communication Channels	Ensure that up-to-date information, such as policy updates and changes in regulations, is communicated clearly to educators, and manage the accessibility of service documents like handbooks and policies.	Lead staff meetings and professional discussions that encourage open communication and allow educators to ask questions and clarify their understanding of policies and procedures.
Supporting Ethical Decision-Making	Oversee the development and accessibility of resources that guide ethical practice, including handbooks, staff codes of conduct, and service philosophy documents.	Lead discussions around ethical dilemmas and decision-making, encouraging educators to engage in reflective practice and consider how ethical principles guide their interactions and decisions.

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



Educational Leader

Aspect	Educational Leader's Management Role	Educational Leader's Leadership Role
Understanding Professional Standards	Ensure all educators have access to, and understand, the National Quality Framework, National Law, National Regulations, and service philosophy, policies, and Early Childhood Australia's Code of Ethics (2016).	Lead ongoing professional discussions and reflective practice sessions to help educators deepen their understanding of these professional standards and how they apply to their daily work.
Implementing the Approved Learning Frameworks	Support educators in aligning their curriculum planning and daily activities with the approved learning frameworks (EYLF/MTOP). Monitor and evaluate the integration of these frameworks in practice.	Inspire educators to use innovative and evidence-based approaches in implementing the learning frameworks. Lead reflective sessions to discuss how these frameworks can be used to enhance children's learning.
Disability Inclusion and Adjustments	Ensure educators are aware of their obligations under the Disability Discrimination Act and provide guidance on making reasonable adjustments for children with disabilities.	Lead by fostering a culture of inclusion and collaboration. Work with educators, families, and specialists to ensure children with disabilities can meaningfully participate in the program.
Reducing Bias and Critical Reflection	Manage the introduction of reflective practices that encourage educators to identify and minimise personal biases in their work. Support regular reflective documentation and discussions with the team.	Lead critical reflection discussions that challenge educators to explore their biases and assumptions. Use these reflections to develop more inclusive practices and to improve relationships with children and families.
Promoting Professional Conduct	Ensure all educators follow the service's Code of Conduct and ethical principles in their interactions with children, families, and colleagues.	Lead by example in demonstrating ethical decision-making and professionalism. Encourage educators to model positive and respectful relationships, creating a service-wide culture of professionalism.
Maintaining Open Communication Channels	Ensure that educators are informed of any updates to policies, regulations, and the NQS, and that service documents such as codes of conduct and handbooks are accessible.	Lead the sharing of information and resources across the team, fostering open communication and collaboration. Encourage staff to ask questions and share feedback on policy and practice.
Supporting Ethical Decision-Making	Provide educators with tools and resources to support ethical decision-making, including guidance on dealing with dilemmas and conflicts of interest.	Lead reflective sessions on ethical practice, guiding educators to make informed decisions that are in the best interests of children and families, and aligned with the service's values and ethical standards.

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Nominated Supervisor

Aspect	Nominated Supervisor's Management Role	Nominated Supervisor's Leadership Role
Understanding Professional Standards	Ensure all staff members, including educators and assistants, have access to and understand the National Quality Framework, National Law, National Regulations, the NQS, and the service's Code of Conduct.	Lead by setting clear expectations for professional conduct and facilitating training sessions or workshops to deepen staff understanding of how professional standards influence their daily practice.
Implementing the Approved Learning Frameworks	Monitor the consistent application of the EYLF/MTOP by ensuring educators integrate these frameworks into their planning and day-to-day practices.	Lead educators in reflective conversations about how to effectively implement the learning frameworks and guide practice to ensure quality outcomes for children.
Disability Inclusion and Adjustments	Ensure that reasonable adjustments are made for children with disabilities and that the service complies with the Disability Discrimination Act 1992.	Lead a culture of inclusivity by promoting collaborative decision-making between educators, families, and external specialists to ensure that children with disabilities participate meaningfully.
Reducing Bias and Critical Reflection	Ensure that reflective practice is embedded into the service's routine, and support staff in identifying and addressing biases in their interactions with children and families.	Lead by encouraging staff to critically reflect on their attitudes and values, and to explore how these impact their practice. Facilitate ongoing professional development to reduce bias in the service.
Promoting Professional Conduct	Ensure that the service's Code of Conduct is consistently followed, and address any breaches of professional behaviour through performance management processes.	Lead by modelling ethical behaviour in all interactions, fostering a respectful, caring, and empathetic service culture. Encourage open dialogue about ethical dilemmas in team meetings.
Maintaining Open Communication Channels	Ensure regular updates on policies, regulations, and NQS changes are communicated clearly to all staff, and that service documents like codes of conduct and handbooks are easily accessible.	Lead by promoting a transparent and open communication culture. Encourage staff to voice concerns, share insights, and engage in discussions about policy updates and their implications for practice.
Supporting Ethical Decision-Making	Manage the provision of resources, including policies, codes of ethics, and handbooks, to support ethical decision-making across the service.	Lead by fostering a culture of integrity where educators feel supported in making ethical decisions. Facilitate reflective practice on ethical challenges and ensure that decisions align with service values.

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