

4.1.1

Organisation of educators

The organisation of educators across the service supports children’s learning and development.



Week 36
11.11.2024

Section 5. Exceeding Standards: Embedded Practice (Nominated Supervisor)

Identify exceeding practice or implement how to become exceeding.

Assess your practice first.

Read the below description and evaluate it in relation to your practices.

Exceeding – Embedded Practice

The organisation of educators, including relief staff, consistently aligns with the service philosophy, policies, and procedures through thoughtful integration. We ensure that all educators, permanent and relief, are trained to uphold the service’s emphasis on safety, wellbeing, and inclusivity. For example, educators are briefed on inclusive practices that value diversity, enabling all children to participate fully. This consistency in approach fosters a homely, welcoming environment and supports continuous improvement.

If you are doing similar practices to the example, use the below question to help you write your ‘**exceeding practice for embedded**’ description so you can add it to your QIP or SAT (NSW only).

For Exceeding the QIP and Self-Assessment Tool (SAT)
Please discuss how the organisation of educators, including relief educators, consistently aligns with the service Philosophy, policies and procedures.

If you and your educators need to learn how to achieve exceeding – embedded practice, proceed here and do below.

The following section outlines the steps to ensure you are exceeding in Embedded Practice. If you have

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already successfully completed the previous section demonstrating how you are exceeding in Embedded Practice, you do not need to complete this section.

Look at the words in detail to identify what is exceeding.

Please discuss how the organisation of educators, including relief educators, consistently aligns with the service Philosophy, policies and procedures.

There are two parts of the question above, here is how we can look at each part.

Part 1: Consistent Alignment with Service Philosophy:

The organisation of educators should reflect the core beliefs and values that the service holds. This means that the way educators are scheduled, interact with children, plan activities, and communicate with families should embody the service's philosophy. For instance, if the service philosophy emphasises child-led learning, then educators would be organised to facilitate environments where children can take the lead in their educational experiences.

Part 2: The second part applies to the practical implementation of the service’s policies and procedures. This includes standard operating procedures, emergency protocols, and the integration of relief educators. The organisation must ensure that there's a seamless transition when relief educators are brought in. They should be well-versed with the service’s procedures to maintain consistency in the children’s learning experience and safety. Regular training sessions and updates to policies can help in keeping all educators, whether permanent or relief, aligned with the service's standards.

It is important to ensure that we make it **very clear how these above concepts have created change in your service.**

Please discuss how the organisation of educators, including relief educators, consistently aligns with the service Philosophy, policies and procedures.

Comprehensive Induction for Relief Educators: New and relief educators undergo a detailed induction process that familiarises them with the service’s philosophy and key policies. This ensures that their practices and interactions with children align with the service’s values from day one.

Clear Communication Channels: The service maintains open communication through daily briefings and handover notes. This practice ensures that all educators, including relief staff, are aware of current policies and procedures and can align their practices with the service philosophy, supporting consistency.

Collaborative Planning: Regular collaborative meetings allow all educators to plan and reflect on activities together. This helps align the curriculum and daily practices with the service philosophy and ensures that relief educators are included in this process when on duty.

Training on Service Philosophy: Ongoing professional development sessions are held to reinforce understanding of the service’s core philosophy and procedures. Relief educators are invited to participate in these sessions, ensuring they are up-to-date and aligned with the service’s standards.

Documentation and Record Keeping: The service ensures that detailed documentation, including daily routines and teaching plans, is readily available. This allows all educators, including relief staff, to quickly align their work with the established policies and procedures.

Buddy System for Support: A buddy system pairs relief educators with experienced staff members who guide them through the service’s routines, expectations, and philosophy. This fosters seamless integration and ensures that relief educators provide consistent care.

Reflective Practice Meetings: Regular reflective practice sessions encourage educators to share experiences and discuss how their practices align with the service philosophy. Relief educators are encouraged to attend these when possible, ensuring that their reflections and practices are aligned and contribute to continuous improvement.

Your turn. Select a point from above and break it down into the subsections.

Please discuss how you are consistently aligning practice with the service philosophy...

...and how do you practically implement the service’s policies and procedures..

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