



## Law & Regs

*“Learning and development can be enhanced when educational ...leaders ...take on an active mentoring role, in collaboration with educators, to develop individual professional development plans that:*

- *develop educators' professional knowledge, skills and practices*
- *support creativity, imagination, innovation and continuous quality improvement*
- *build an understanding of the influence of theories and beliefs*
- *support educators to stay abreast of current policies, practice and thinking ...”*

### Regulation 118 Educational leader

The approved provider ... must designate, in writing, a suitably qualified and experienced educator, co-ordinator or other individual as educational leader ... to lead the development and implementation of educational programs...

Note— A compliance direction may be issued for failure to comply with this regulation.

There are no specific Regulations covering professional development. The Guide to the NQF notes that

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) 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.
- (4) Explore the exceeding themes with the examples in the educators' section and your section for critical reflection and families and communities.
- (5) 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.



## 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
The EL asks why she needs to be involved in performance reviews. Please respond.		
Miss Helena asks what the proper performance review procedure is. Please respond.		
Mr Max asks how often the Regs say you must have a performance review. What's the answer?		

# 7.2.3

## Development of professionals

Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.



Week 40  
9.12.2024

### Section 8. Role of the Educational Leader (Educational Leader)

Detailed guidelines for the Educational Leader.

### Educational Leader weekly sheet

Date	Educational Leader activity	With whom?	Comments	Follow up
Monday 9.12.24	Performance Review Meeting	Sarah Smith	Discussed classroom observations. Identified areas of strength and areas that require improvement.	Finalise Sarah's individual development plan.
Monday 9.12.24				
Tuesday 10.12.24				
Wednesday 11.12.24				
Thursday 12.12.24				
Friday 13.12.24				

General thoughts or ideas

#### Week 40, 9-13 December 2024 – 7.2.3 Development of Professionals

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## **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
The EL asks why she needs to be involved in performance reviews. Please respond.	The EL is responsible for leading the development and implementation of the educational program (Reg 118). The EL therefore should be aware of the needs and strengths of each educator, and what they need to improve eg mentoring/professional development on certain topics, skill building in certain areas. They have a valuable and important role in the review process.	
Miss Helena asks what the proper performance review procedure is. Please respond.	The NQF Guide confirms there is "no one size fits all approach" but that effective performance reviews include: <ul style="list-style-type: none"> <li>• reviewing –eg job expectations, position description, service philosophy, previous plan and achievements since then</li> <li>• planning – eg building on strengths, setting goals</li> <li>• improving – eg through planned and tailored goals and professional development, working with EL.</li> </ul>	
Mr Max asks how often the Regs say you must have a performance review. What's the answer?	The Law and Regs don't cover professional development. The NQF Guide talks about 'regular' performance reviews (page 310). It's generally accepted this means at least annually. Reviews should also be carried out when managing 'underperformance, incidents or allegations.'	

### **Week 40, 9-13 December 2024 – 7.2.3 Development of Professionals**

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