



# RESPONSIBLE PERSON AND EDUCATIONAL LEADER POLICY

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Version: 1

Last Amended By: Sarah Thomas

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## 1 Aim

Regulation 118 of the Education and Care Services National Regulations requires that *“The approved provider of an education and care service must designate, in writing, a suitably qualified in experienced educator, coordinator or other individual as educational leader at the service to lead the development and implementation of educational programs in the service”*.

### **A Responsible Person can be:**

- The Approved Provider (or person in management or control) or
- The Nominated Supervisor or
- A Responsible Supervisor who has consented to be placed in day to day charge of the Service. They consent to be a Responsible supervisor in writing.

All of the above must have an Approved Child Protection Statement of Attainment (see [Department of Education website](#)).

### **Educational Leader:**

The Approved Provider/Nominated Supervisor will determine who the Educational Leader will be, considering the relative strengths and needs of educators; the qualifications; experience and personal qualities of educators who might take on the role; and the setting context, size of the setting and type of service.

The educational leader will sign to accept the role. A photo will be displayed in the foyer informing all staff and families who the educational leader is.

The Educational Leader should have a thorough understanding of the Early Years Learning Framework to be able to guide other educators in their planning, reflection and implementation practices.

The Educational Leader should consider what strategies might be needed to improve the educational program in the Service.

## 2 Overview

- Educators
- Children
- Staff
- Families
- Management

### **3 Responsibilities for the Approved Provider:**

The Approved Provider will ensure:

- Nominated and Responsible Supervisors have a clear understanding of the role of the Responsible Person.
- The Responsible Person is appropriately skilled and qualified.
- A Responsible Person is physically present at the Service (given that the responsible person may change throughout the day (e.g. at a changeover of shifts), this requirement might be met on a whiteboard or interchangeable nameplate in the entrance).

### **4 Responsibilities of the Nominated Supervisor**

- The Approved Provider/Nominated Supervisor must ensure that records are kept of the Responsible Person at any given time, and that a record of who is the Responsible Person on duty, is on display in a prominent position in the foyer of the Service. Giggles and Atlas Early Learning Centres will ensure that the responsible person is signed in on the staff day book, so they are aware that they are responsible for the centre at that time.
- It is the role of the Nominated Supervisor to ensure that they make the Responsible Supervisor aware that they are currently on duty and responsible for the centre. This will be done via the staff sign in/out day book.
- Sign and accept the role responsibilities.
- Support, guide and train educators on what is expected.
- Adhere to job responsibilities at all times.

### **5 Responsibilities of the Responsible person**

The Responsible Person will (at a minimum):

- Be the person in charge when the Nominated Supervisor is not on site as they take on the responsibility as the person in charge of the day to day running of the centre. At no stage do they take on full responsibility of a Nominated Supervisor.
- They have all been mentored and trained by the Nominated Supervisor and continue to receive daily support by them.
- If the Nominated Supervisors are uncontactable all Responsible People who are in day to day charge of the centre can contact the Area Manager at all times.
- Sign and accept the role responsibilities.

### **6 Responsibilities of the Educational Leader**

The Educational Leader will (at a minimum):

- Have knowledge of theories of learning and development, curriculum approaches and the relative strengths and weaknesses of each approach;
- Provide motivation for the team, focusing on achievement and high-quality experiences and programs for each child and their individual learning styles;
- Guide change and work with others in planning for and implementing change, taking responsibility for the documentation and inclusion in the service's Quality Improvement Plan;
- Have the ability to create and execute ambitious goals and clarity of purpose around curriculum planning;
- Have the ability and confidence to facilitate formal and informal meetings that occur throughout the day along with any related documentation and minutes;
- Monitor programs, educator performance, identify changes and work with the service's team to implement improvements; and
- Seek relevant training regarding approved learning frameworks and programming related topics to support colleagues in this important area.

As much as administrative and management leadership is important, curriculum and pedagogy is a central purpose of the Educational Leader. The Educational Leader will facilitate a shared approach to children’s learning and curriculum, based on strong relationships. The Educational Leader will collaborate with our team of educators to:

- Guide professional conversations;
- Air ideas and feelings about what is possible;
- Provide current and relevant information to the team of educators reading the approved learning frameworks and programming practices;
- Share thinking behind practice by posing questions to reflect on: stop, think, change;
- Encourage the team of educators to try different techniques, critically analyse this process and share the experience with each other so perspective and experience can be shared;
- Support other educators facing challenges by talking more about what we do and why we do it;
- Identify strengths and professional learning opportunities;
- Give feedback to the nominated supervisor to further support educators;
- Building on current knowledge and skills in achieving the very best outcomes for children.

## 7 Related Documents

**Australian Children’s Education and Care Quality Authority (ACECQA)** <http://www.acecqa.gov.au/>  
**Department of Education** - <http://www.dec.nsw.gov.au/what-we-offer/regulation-and-accreditation/early-childhood-education-care>  
**Early Years Learning Framework (EYLF)** - [http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging\\_being\\_and\\_becoming\\_the\\_early\\_years\\_learning\\_framework\\_for\\_australia.pdf](http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf)  
**Education and Care Services National Regulations (Children (Education and Care Services) National Law (NSW)** <http://www.legislation.nsw.gov.au/#/view/regulation/2011/653>  
**National Quality Framework (NQF)** - <http://acecqa.gov.au/national-quality-framework/>  
**United Nations Convention on the rights of the child** - <https://www.unicef.org.au/>  
**Cancer Council** - <http://www.sunsmartnsw.com.au/>  
**Cancer Council** - <https://www.cancercouncil.com.au/cancer-prevention/sun-protection/be-sunsmart/>

## 8 Related Statutory Obligations & Considerations

- Education and Care Services National Law 2010 Clause 13(c)
- Education and Care Services National Regulations 2011
- Family Law Act 1975 (Cth), as amended 2011
- Children and Young Persons (Care and Protection) Act 1998

## 9 Amendment History

Version	Amendment	Short Description
1	Policy template reformatted	Policy template reformatted – use of different headings to make clearer reading.

This policy will be updated to ensure compliance with all relevant legal requirements every year. Appropriate consultation of all stakeholders (including staff and families) will be conducted on a timely basis. In accordance with Regulation 172 of the *Education and Care Services National Regulation*, families of children enrolled will be notified at least 14 days and their input considered prior to any amendment of policies and procedures that have any impact on their children or family.