Learning Guide

Leadership and Management

in

Children’s Services

CHCMGT003 Lead the Work Team

This is a sample only.
Some pages have been omitted from this preview.
Designed by
Childcare Resources Australia

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How to Use This Learning Guide

In this Learning Guide, you will find the information you need to develop the skills and knowledge to become a confident, professional leader in Children’s Services. Throughout the guide you will find links to videos and other website resources to help you transfer your skills into practice. We recommend you take time to explore these. All CRA Learning Guides link to the National Quality Frameworks (NQF) for each unit. This includes the National Regulations, Standards and Approved Frameworks you will need to use as an Educator working in regulated Children’s Service in Australia. We recommend you have these available on your computer or print out a copy so they are available at all times.

On the following page is a list of icons you will see throughout the Learning Guide that will direct you to important and additional activities. These activities will help support your understanding of the topic.
Learning Guide Icons

**Reading**
When you see our reading icon, go to the document specified and read to expand your knowledge of the topic.

**Recommended Videos**
When you see our video icon, you can watch great resources online. If the link does not work, (as website links will change over time) we have provided the full name of the video and location so you can do a web or YouTube search.

**Reflection**
Our reflection icon gives you a chance to think about your own experiences or about a question posed. This help will help you to link new knowledge to your past experiences and encourage reflection of your current practice.

**Helpful Websites**
When you see our computer icon, follow the link for additional information.

**Your Turn!**
When you see our pencil icon, you can write in your Learning Guide or in a personal notebook. The exercises help to develop your knowledge and skills. They are not part of your assessment.

**Check your answers**
When you see our memo icon, you can compare your ideas, from completing activities, with ours. These provide some feedback to you help assess your understanding of the topic.
Welcome to Leadership and Management

After you complete this learning guide, you will have the information to help you develop the necessary skills and knowledge to support your own style of leadership and service/business management.

This learning guide covers three key areas of leadership and management:

- leading and managing effective workplace relationships,
- leading and managing team effectiveness, and
- managing people

These include knowledge of:

- leadership styles
- team effectiveness
- communication
- systems, policies and procedures
- legislation and regulations
- planning, monitoring and evaluating progress
- resolving difficulties
- supporting and motivating staff
- managing staff performance
**Links to NQF**

- **NQF Standards**
  - Quality Area 1: Educational program and practice
  - Quality Area 2: Children's Health and Safety
  - Quality Area 3: Physical environment
  - Quality Area 4: Staffing arrangements
  - Quality Area 5: Relationships with children
  - Quality Area 6: Collaborative partnerships with families and communities
  - Quality Area 7: Leadership and service management

- **Education and Care Services National Regulations**
  - Chapter 1.7 - 1.13 Definitions
  - Chapter 2.3 - Supervisor Certificates
  - Chapter 3 - Assessment and ratings
  - Chapter 4 - Operational requirements
  - Chapter 5 - Review, enforcement and compliance

**Links to Frameworks**

- Learning Outcome 1: Children have a strong sense of identity
- Learning outcome 2: Children are connected to and contribute to their world
- Learning Outcome 3: Children have a strong sense of well being
- Learning Outcome 4: Children are confident and involved learners
- Learning Outcome 5: Children are effective communicators

**Links to Policies**

- Authorisations
- Governance
- Information exchange
- Information to be exchanged
- Information to be displayed
- Interactions
- Policy Development and review
- Quality/Continuous Improvement
- Responsible person
- Workplace health and safety

**UN Rights of the Child**

- **Article 3**
  - All organisations concerned with children should work towards what is best for each child.

- **Article 6**
  - Children have the right to live a full life. Governments should ensure that children survive and develop healthily.

- **Article 12**
  - Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.
Reading Time
Please read these helpful documents throughout this unit. These will guide your practices and principles.

National Quality Standards
National Quality Framework
Education and Care Services National Regulations (National Regulations)
Early Years Learning Framework for Australia (EYLF)
My Time, Our Place: Framework for school age care in Australia
National Quality Standard Professional Learning Program (NQS PLP)
Code of Ethics (ECA)
Upon completion of the unit CHCMGT003 Lead the Work Team, you should be able to successfully do the following:

1. Contribute to and promote effective work practices
   1.1 Develop and implement plans to meet the day to day activities of the work group
   1.2 Develop and implement strategies in consultation with appropriate people to maximise work performance and outcomes
   1.3 Identify planning problems, barriers and constraints and develop and implement strategies to address them

2. Develop and implement staffing processes
   2.1 Maintain confidentiality in relation to staff processes in accordance with organisation policies and procedures
   2.2 Identify staffing and resourcing needs and develop plans to address them
   2.3 Participate in recruitment processes
   2.4 Implement effective induction and ongoing support for new and existing staff
   2.5 Provide instruction and additional support as required to promote quality worker and client outcomes
   2.6 Encourage and facilitate staff access to training and development to enable the achievement of workplace outcomes and personal goals
   2.7 Collaborate with other service providers as needed to meet service and referral needs

3. Maintain professional approach to leading work team
   3.1 Reflect on own practice and pro-actively update knowledge and skills
   3.2 Align own leadership practice with the values, ethical guidelines, policies and procedures of the organisation
   3.3 Take reasonable steps to ensure that personal or social contact does not adversely affect ability to lead the team
### 4. Promote effective workplace relations

4.1 Implement collaborative processes and practices that promote cooperative work practices and maintain positive relationships with staff and management.

4.2 Model and promote effective communication in the workplace, including open discussion and active listening.

4.3 Identify potential and actual conflict situations and develop and implement appropriate strategies to prevent or address them.

4.4 Throughout conflict resolution processes, ensure access to appropriate support, mediation and debriefing for parties within organisation guidelines.

4.5 Resolve problems or issues which may disrupt work unit activities.

### 5. Evaluate plans

5.1 Meet regularly with those involved to discuss and evaluate the effectiveness of plans and practices in meeting the goals and needs of the organisation.

5.2 Identify areas for improvement.

5.3 Revise plans and practices to ensure continued improvement.

5.4 Document and report work outcomes in accordance with organisational procedures.

### 6. Review individual performance

6.1 Implement and document performance management processes in accordance with role and organisation procedures.

6.2 Work collaboratively with the individual to agree on performance improvement and development plans and document in accordance with organisation policies.

6.3 Monitor and evaluate performance and provide feedback on an ongoing and regular basis.

6.4 Identify poor performance and take necessary actions in accordance with role and organisation procedures.

6.5 Monitor and coach individuals to improve performance.

6.6 Identify and provide additional support or referral when required, in accordance with role and organisation procedures.
Before looking at the skills and characteristics of an effective leader and how teams work, we must first assess our organisation and understand the inner-workings to ensure our leadership style, ways of working effectively and goals all align with the mission statements, philosophy, structure and aims of the organisation.

**What is an Organisational Structure?**

An organisational chart is a flowchart which identifies who’s who in the zoo. It identifies clearly the structure of an organisation, including management and staff. At a glance, anyone looking at your organisation should be able to see who is in charge, the number of staff, levels of management and who staff are accountable to.

In relation to Children’s Services, there are a number of different organisational structures. These include:

- Not-for-profit organisations managed by a committee
- Not-for-profit community-based services sponsored by a church or local council or peak body (e.g. Kindergarten Union)
- Not-for-profit co-operative organisations where each member holds a share and is responsible for contributing to the management of the organisation
- Work-based childcare centres such as a hospital-based childcare centre for health employees
- Childcare Services managed by a private owner
- Corporate Children’s Services managed by company executives who are accountable to shareholders
Organisational Chart

Below is an example of an organisational structure for a 20 place, 3-5 years preschool. It clearly shows the lines of communication.

As an Educator in Children’s Services, it is important to know your role, who you are accountable to and who needs to be involved in decision making. At times, you or your team may wish to implement new innovations or changes to procedures. When doing so, it is important to consider the services’ mission statement, philosophy, organisational goals, regulations and best practice and consultation with all stakeholders.
Communicating Through Appropriate Channels and Protocols

Every organisation has a channel of communication and specific people that you are required to report to regarding workplace tasks and any concerns. It is important you are aware of these channels so that communication is open, regular, and transparent. In Children’s Services this can often be found in your job description or in a Service Policy. As an Educator, you may be accountable to and need speak to the room leader, certified supervisor, Nominated supervisor or Director.

What is a Services’ Mission Statement?

A mission statement outlines the purpose of the business or organisation. A vision statement may also be combined with the mission statement and outlines what the business wishes to achieve, for example:

   At XYZ Early Learning Centre, we are dedicated to providing high quality care to children within the service and to respect the rights of all children.

It is important to know the centre’s mission statement, philosophy and values as you will be upholding these as an Educator employed at this service.

What Is a Philosophy?

A philosophy is the service’s beliefs which should be implemented in their daily practices. All centres have a philosophy and it is usually located on the wall of their service and on their website. It tells parents, staff and community what to expect in the service. It will be unique to the service however may be based on National Quality Framework.

Here is an example:
You need to know the centre’s philosophy as you will need to implement these beliefs within the service as an Educator. Most services today will be based on National Quality Framework however they may also have additional requirements and expectations such as having a religious focus or a teaching approach such as Montessori or Steiner. Part of cultural competence is being able to respect diversity and this is also found within Children’s Services philosophies.
Differing Philosophies
When commencing work in an organisation or centre, it is important to research the philosophy of the service. If you hold strong beliefs within your own personal philosophy, then you will need to decide if you agree and feel comfortable upholding a philosophy that differs from your own.

For example, if you believe that children should have access to choose indoor or outdoor play at all times but your centres’ ratios and program states that children will have access to outdoor play during the hours of 9am and 10am, then there is an obvious difference between your beliefs and practices compared to that of the centres’. It would then be up to you to determine if you would set your personal beliefs aside to work at the centre or look for work elsewhere.

Incorporating Children’s Services Regulations, Legislation and Best Practice as Part of Your Job Role
Children’s Services in Australia is governed by legislation. The National Quality Framework for Early Childhood Education and Care ensures children receive a high standard of education and care. The framework is a National system for the regulation and quality assessment of childcare and Early Learning Services in Australia. As an Educator, it is your responsibility to ensure that the National Quality Framework is implemented on a daily basis in your service.

The National Quality Framework (NQF) includes:

- A National legislative framework that consists of:
  
The Education and Care Services National Law Act 2010 (‘National Law’)
  
The Education and Care Services National Regulations 2011 (‘National Regulations’)

- National Quality Standards consisting of seven Quality Areas:
  
  1. Educational program and practice
  2. Children’s health and safety
  3. Physical environment
  4. Staffing arrangements
  5. Relationships with children
  6. Collaborative partnerships with families and communities
  7. Leadership and service management.
The National Quality Framework

Overseen by
ACECQA Australian Children’s Education and Care Quality Authority
www.acecqa.gov.au

National Quality Framework consists of:

| The Education and Care Services National Law Act 2010 (‘National Law’) |
| The Education and Care Services National Regulations 2011 (‘National Regulations’) |
| The National Quality Standards |
| Assessment Rating System (QIP) |

Want To Know More?
Read “Guide to National Quality Standards”
Quality Area 1 Educational Program and Practice. This will give examples of quality in practice.

If this PDF does not open, visit ACECQA website at
www.acecqa.gov.au

Helpful Websites
More information and copies of jurisdictional specific approved learning frameworks can be obtained from the relevant state or territory education department.

ACECQA: Australian Children’s Education and Care Quality Authority
Early Childhood Code of Ethics

(Early Childhood Australia)

Many professions develop a Code of Ethics. A Code of Ethics is a set of statements about the appropriate and expected behaviour of members of a professional group and, as such, reflects its values. The Early Childhood Australia Code of Ethics was first developed in 1990 by a National Working Party, with considerable input from the Early Childhood field. It has just been reviewed and is available online. This Code is specific to the profession.

This Code of Ethics provides a framework for reflection about the ethical responsibilities of Early Childhood professionals. The Code is intended for use by all Early Childhood professionals who work with or on behalf of children and families in Early Childhood settings. It should be noted these are not part of the legislation and therefore do not incur penalties for failure to follow, however they do reflect best practice and research, the National Quality Standards and what can be considered morally and ethically supported in the Early Childhood Profession.

The Code of Ethics reflects the values of:
- Respect
- Democracy
- Honestly
- Integrity
- Justice
- Courage
- Inclusivity
- Social and Cultural responsiveness
- Education

The Code outlines responsibilities in relation to:
- Children
- Colleagues
- Families
- Students
- Self (as professionals)
- Conduct of research

This behaviour will be expected of you as part of your job and your knowledge of industry requirements is an integral part of your role as an Educator and leader in Children’s Services.
This is a sample only.

Some pages have been omitted from this preview.
We hope you enjoyed this Learning Guide and are now ready to implement your new ideas and understandings into practice.

Want to know more?
Please see our recommended reading list for additional websites on this topic.

Happy Learning!


Employment and Workplace Relations Services for Organisation, (2005)


NSW Department of Community Services [www.community.nsw.gov.au](http://www.community.nsw.gov.au)


