



Educator's Wellbeing Policy

Aim

The service will incorporate strategies to provide a supportive and inclusive environment where educators feel safe and their wellbeing is seen as a priority. Together our vision is to create a mentally healthy community and for educators to reach their very best mental health and wellbeing. By doing so, our children and families are able to be a part of a strong and supportive care environment.

Strategies

- Strong, positive relationships will be built with all educators in the team. Human connectedness and relationships are a focus and priority when it comes to sharing respect and wellbeing in the workplace.
- Conditions and opportunities that are provided at the centre include specific programming time each week above what is the minimum required, mentoring on a weekly basis from the Director and Educational Leader and acknowledgement for work
- Rose Cottage values and philosophy embed educator's wellbeing and mental health within. As a team, we view respect as a vital part of our environment and support each other to ensure this is the culture at all times.
- Professional development opportunities are provided for the Educational Leader to ensure the mentoring is always available and the knowledge and information provided to educators is relevant and appropriate.
- Diversity is celebrated and acknowledged. Educators are encouraged to celebrate important events that reflect their cultures with the children, families and educators within the team. This also includes the recognition of Aboriginal and Torres Strait Islander beliefs, traditions and ways of 'being'.
- Critical reflections and discussions will occur on a regular basis surrounding mental health, wellbeing and mindfulness. This will happen formally and informally in conjunction with the Director and Educational Leader.
- Annual leave, RDO's, time in lieu and mental health days are encouraged and available for educators to take throughout the year.
- A Mental Health first aid officer is appointed with current accredited training to support healthy educators or families experiencing mental health issues and build healthy workplace wellbeing.
- Develop connections within the community to become familiar with local health and education professionals who will be able to support vulnerable educators and families.



Relevant Legislation

National Quality Standards, Education and Care Services National Regulations and Early Years Learning Framework

National Quality Standard

Standard 5.1 – Respectful and equitable relationships are maintained with each child.

Element 5.1.1, 5.1.2

Standard 7.1 – Governance supports the operation of a quality service.

Element 7.1.1, 7.1.2, 7.1.3

Early Years Learning Framework

Learning Outcome 1 – Children feel safe, secure and supported

Learning Outcome 2 – Children are connected with and contribute to their world

Learning Outcome 3 – Children become strong in their social and emotional wellbeing

Learning Outcome 4 – Children are confident and involved learners

Learning Outcome 5 – Children are effective communicators

United Nations Convention On The Rights Of The Child

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

Article 29 - Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures.



Resources

- *Belonging, Being & Becoming: The Early Years Framework for Australia* retrieved from : https://www.acecqa.gov.au/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf
- *National Quality Standard* retrieved from: <https://www.acecqa.gov.au/nqf/national-quality-standard>
- *United Nations Convention On The Rights Of The Child* retrieved from: <https://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycr c.pdf>
- *Be You* retrieved from: <https://beyou.edu.au/fact-sheets;>
<https://beyou.edu.au/fact-sheets/development/brain-development>
- *The Spoke: Early Childhood Australia* retrieved from: <http://thespoke.earlychildhoodaustralia.org.au/understanding-supporting-educator-wellbeing/>

Monitoring and Review

- Review the *Educator's Wellbeing Policy* every 12 months.
- Provide families with opportunities to contribute to the review of this policy.