

Room Leader and Educators

Catch Up Week 20a

MONDAY TO FRIDAY
29 June to 3 July 2020

Services have previously advised they needed some catch up weeks, so we developed a 40 week email cycle with some catch up weeks around week 20. This week we are summarising some of the important information from weeks 11-15. Make sure you understand the concepts below and revisit any weeks and activities where necessary. Completing the activities reinforces the learning, and ensures your curriculum and practices are on track to get exceeding.

Week 11 Standard 5.2 Relationships between Children **Exceeding themes**

The core of this Standard's exceeding themes is all educators:

- create supportive environments that enable children to collaborate
- reflect critically on how environments challenge stereotypes and include each child
- robustly discuss effective behaviour guidance strategies
- consistently help each child regulate their behaviour, and respond appropriately to others while considering each family's context and feedback.

You must:

- provide this support in ways that meet the EYLF/MTOP, service policies, procedures and philosophy
- use your critical reflections to improve relationships between children and support their self-regulation
- be able to discuss relevant recognised guidance and theories
- use the unique service culture and environment, and feedback from children and families to foster positive relationships and behaviour.

Week 12 Standard 1.2 Assessment and Planning

The core of this element's exceeding theme is all educators:

- can explain how their approach to assessment and planning links to the service philosophy, learning framework and community context
- regularly discuss and critically reflect about the assessment and planning cycle and children's learning, including from a social justice, theoretical, philosophical and child/family viewpoint, and consider alternate assessment, planning and teaching practices to improve outcomes
- consistently reflect about the way they communicate children's participation and learning outcomes with families to ensure this is done in a culturally sensitive way that's easy to understand.

You must, consistent with the above points:

- use your critical reflections to improve your curriculum and children's participation
- complete high quality learning documentation
- include families in the assessment and planning cycle
- be able to discuss relevant recognised guidance and theories

- use the unique service culture and environment, and feedback from children and families to implement a quality program based on children's interests, culture, environment and daily lives.

Week 13 Element 2.1.1 Wellbeing and Comfort

The core of this element's exceeding theme is:

All educators consistently meet each child's needs for sleep, rest and relaxation individually and in groups, taking into consideration information from children, families and the community. All educators can explain how children's changing activity needs are considered in the program design and the guidelines that underpin their practice.

You must:

- consistently respond to children's requests or cues for help with personal care and comfort needs in a respectful and engaging way
- ensure there's an inviting and comfortable rest area
- involve children in making rules and routines to ensure their comfort and wellbeing and that of the other children.

Week 14 Element 2.1.2 health Practices and Procedures

The core of this element's exceeding theme is:

All educators consistently implement effective hygiene practices, and manage and support children's health and medical needs in line with recognised best practice which they can discuss. All educators reflect on health and illness-related incidents, and help to implement identified changes. All educators build partnerships with families and community members/organisations to enhance children's health outcomes.

You must:

- confidently implement all Service health and hygiene policies and procedures including cleaning of premises, equipment, and resources, toileting, nappy changing, hand washing, administration of medication, management of illness, injury and medical conditions, and exclusion periods
- confidently implement all Service policies and procedures relating to the safe and hygienic storage, preparation and serving of food and drinks including breast milk
- confidently implement all medical management and risk minimisation plans
- teach and role model hygiene practices like hand washing, cough and sneeze etiquette
- record information about illnesses and injuries and discuss with families as soon as possible on the same day
- make sure serious incidents/injuries/illnesses are reported to the Department within 24 hours

Week 20a 26 June to 3 July 2020 – Catch-up week

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Week 15 Element 2.1.3 Healthy Lifestyle

The core of this element's exceeding theme is:

All educators consistently promote healthy eating and physical activity in line with current recognised guidelines which they can discuss, actively engage with families about their child's healthy eating and physical activity needs, strengths and preferences and include these in the educational program, and build partnerships with the community to enhance children's health and activity outcomes. All educators regularly reflect on opportunities to enhance health and activity outcomes, and make identified changes.

You must:

- offer food to children if they're hungry outside meal/snack times
- never use food to reward or punish children
- respect children's food preferences if it's healthy and consistent with advice from recognised authorities
- include learning about healthy eating and physical activity in the curriculum and include children's ideas and suggestions
- consistently model healthy eating and physical activity ie no eating junk food in front of children

Reflection

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1. You have a child that can be physically aggressive towards other children eg pushing, shoving and hitting them? What will you do to help the child interact in positive ways at the service? In your answer include your interactions with the child's family, and with other educators in the room/group.

2. The stages in the planning and assessment cycle include 1) observing/collecting information, 2) analysing learning, 3) planning, 4) implementing and 5) reflecting. How do you prove to an assessor that you have covered all five stages?

3. While you're supervising a group of children in free play, another educator is tying a child's shoelaces. She's ignoring the child and instead asks what you're doing on the weekend. What's your response?

4. Over the course of the week you have to make sure you follow the medical plans of 10 or so children? How do you ensure you do this, don't make a mistake and don't get confused between children?

5. You have a new child at the service who is used to drinking cordial with every meal/snack? You're having trouble getting the child to drink plain water. What will you do? In your answer include your interactions with the child's family.

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HIV/AIDS Policy

Children with HIV:

- will be accepted into the service and their privacy respected
- will be assessed by their doctor before they are excluded from the service
- Educators will follow all hygiene procedures including those dealing with body fluids/blood to prevent the spread of infection
- A disposable mouth to mouth mask will be used to perform CPR
- Children who have abrasions or open wounds will cover them at the service, and if this is not possible they will be excluded until the wound has healed or can be covered.

Cystic Fibrosis Policy

We will only enrol one child with Cystic Fibrosis (CF) at any time. They must have a Medical Management Plan which includes information about first aid, supervision, personal care, behaviour support and learning support. Educators:

- will notify the child's family when there are outbreaks of infectious diseases
- will be familiar with any special dietary needs, medication and therapy requirements
- may help the child adjust their clothing to keep warm or cool
- will take actions to ensure CF children can participate in all activities eg by providing more rest periods.

Epilepsy Policy

Children with epilepsy must have a Medical Management Plan which includes information about first aid, seizure types and triggers and supervision needs. The Service will prepare a Risk Minimisation Plan

Educators will:

- go over any learning or activity a child misses during a seizure
- manage the epilepsy/administer medication in a supportive way which does not disrupt the child's learning
- encourage children to participate in all activities.

Educator's Name	Educator's Signature	Educator's Name	Educator's Signature

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Checklist

NQS

2.2.1, 3.1.2

Classroom Safety Educators

Facilities

- Yes No Do you make sure (cleaning) chemicals and medications are properly labelled and stored securely?
- Yes No Do you make sure electrical cords are placed so they don't obstruct movement or present a safety hazard?
- Yes No Do you make sure electrical appliances are secure and stable on shelving?
- Yes No Do you make sure electrical appliances and cords are clear of any water sources?

Hygiene

- Yes No Do you use dedicated cleaning material (eg paper towels) for cleaning spills on the floor?
- Yes No Do you keep floors clear of substances or resources that may cause falls and slips eg red toy on red mat in walkway?
- Yes No Do you make sure the room is always clear of garbage and litter?
- Yes No Do you regularly wash your hands to prevent cross contamination / illness?

Practices

- Yes No Do you close drawers and cupboards immediately after use?
- Yes No Do you prepare and consume hot food and drinks away from classrooms?
- Yes No Do you put cleaning materials away after each use?
- Yes No Do you empty rubbish containers before they are overflowing?
- Yes No Do you unplug electrical appliances when not in use and store them appropriately?
- Yes No Do you involve children in setting safety rules?
- Yes No Do you make sure room rules discourage running indoors?
- Yes No Do you ensure children and adults aren't exposed to dangerous fumes or mist by spraying cleaning products (eg aerosols) onto cloth before wiping rather than directly onto surface?
- Yes No Do you immediately remove broken equipment, toys and furniture and ensure it's inaccessible to children if appropriate?
- Yes No Do you remove any mats curling at the edges?
- Yes No Do you always tell the Room Leader/Nominated Supervisor when things are broken?

Actions required after completing the checklist?