

Educational Leader

Catch Up Week 20b

MONDAY TO FRIDAY
6 July to 10 July 2020

We've included some **example answers** to the reflection questions below to help you coach/mentor educators.

1. Children are turning up with sniffles, coughs and runny noses. What do you say to parents? In your answer mention service policies and procedures, and responding to the COVID 19 pandemic

Example answer Our Infectious Diseases Policy discusses the procedures we implement to stop/minimise the spread of infectious disease. This includes implementing exclusion periods consistent with advice in the Staying Healthy publication which is a recognised best practice guide. In the current climate we're also taking all necessary measures to stop the spread of COVID-19 as outlined in our Coronavirus Policy. One of these measures is to keep ill children at home. Medical advice, particularly in outbreak areas, is that everyone with symptoms of the virus get tested.

2. An assessor asks how you manage resources and spaces to provide inclusive environments that children don't get bored with. Write your answer below

Example answer I continually change environments to engage children's interest and meet all children's needs. For example last week we moved some furniture in our room so children could build a fort with some old sheets and cardboard boxes. Outside we used our firepit to cook some damper and many children told us about their camping experiences.

3. What are examples of resources/equipment at your service that encourage children to take appropriate risks? What could you add?

Example answer We did a risk assessment and took steps to ensure we could safely encourage children to use real woodworking tools. For example we explain how to use these tools first, set rules of use with children and make sure each

child has one-on-one supervision during use. The same thing happens during cooking activities. We allow children to use sharp knives in certain situations.

There's a big tree outside which could host a fantastic tree swing. We could also let children climb quite high with supervision and maybe introduce a flying fox between trees high on our slope and those further down.

4. What environmental issues are impacting your local community (eg drought, climate change, fracking) and how have you included these in your curriculum?

Example answer We're getting a lot of dust coming off the surrounding paddocks and it's affecting some of our children who have asthma. Our children have learnt why the dust is an issue (eg drought means grass doesn't grow so there is nothing to hold the soil there) and what we can do to help combat this (eg conserve water, plant native plants and grasses that are suited to dry environments.) We've also explored how dust affects people with asthma (ie gets down inside them and inflames parts of their body.)

5. You have a child in your group who's scared of playing in some outside areas because it might contain spiders. What will you do?

Example answer This is a great opportunity to learn more about spiders eg which ones are venomous, where spiders live, what they eat etc. I'd also talk to mum and dad to see if there's a reason the child is scared of spiders (eg previous bad experience or maybe mum or dad is scared of them.) I'd try and work with the parents to help the child learn more and feel able to participate in outdoor play in all areas. Perhaps in the early stages we could think of steps to help the child participate in all play activities eg perhaps the child could wear gloves in case they accidentally touch a spider.