



Remember:
Our material can be printed or used as a digital PDF copy and kept on your computer.



Video
Training
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Management

Your team crave feedback on their weekly Centre Support professional development.

Getting appropriate feedback and seeing actions which come from their comments and reflections inspires them to keep on completing the professional development. It's important therefore that you read the Educators' section and make sure you and/or the Educational Leader:

- action the checklist results eg if educators ask for help by answering 'T' they get the help they need
- follow up their critical reflection ie help implement outcomes
- use their QIP contributions and display them.



Complete
QIP

Note QIP contributions can come from educators':

- Monday checklist - If educators discovered practices, processes, checklist or areas they need to improve, help them improve eg with training, changing a checklist, a procedure or a physical area and decide whether to include in QIP Improvement section
- Tuesday sentences that explain how they're meeting example indicators. Decide whether to include as a QIP strength
- Wednesday reflection leading to changed practices. Decide whether to include in QIP Improvement section
- Friday QIP strength writing which includes how they're exceeding the element. Decide whether to include as a QIP meeting or exceeding strength.



40 Week
QIP
Template
Click here
to download



2020 Weekly
learning
activities
Click here
to download

Each week in the Nominated Supervisor section we will include:

- an area where you can set and monitor weekly goals
- a checklist based on the meeting indicators for the Element
- a review of the Regulations that apply to the Element (or other relevant information if no Regs apply)
- information about employment practices from the Federal Government's Fair Work website

Please note the 'Partnerships with Families' document that comes with the email should be displayed somewhere families can easily see it eg near attendance book and on your social media site i.e. Facebook. It provides families with the opportunity to contribute to policy reviews as required under Element 6.1.2.



Weekly
Goals



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	<ol style="list-style-type: none"> 1. Set a goal for the week. Goal doesn't always need to link to NQS Element. A goal can be used to solve a challenge or be positive improvement i.e. learning area setup Click here for goal template. 2. Identify barriers 3. Track the goal daily 4. Celebrate achieved goal.
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Week 30 14 September to 18 September 2020– 2.2.2 Incident and Emergency Management



Educational Leader



Nominated Supervisor's NQS
Self-Paced Learning Modules

MONDAY TO FRIDAY
14 September to 18 September
2020

Detailed analysis of Centre Support - Part 2, comment and give feedback to your educators from the 3 sections

<p>Use the bottom section from page 1</p> 	
<p>Then use the meeting sentences from page 4</p> 	
<p>Then use the QIP entry from page 8</p> 	

Last step – if no adjustments are required, copy directly into your QIP’s strength section and display QIP so all educators can see how their valuable input creates your QIP.

Week 30 14 September to 18 September 2020– 2.2.2 Incident and Emergency Management

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Checklist

Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS'. The checklist will assess your practices against the NQS Element. If you embed all the things in the checklist, then you are meeting the Element 2.2.2. If there's something on the checklist that you're not doing, then you need to either adjust your practice to do it, or you may need help and training to do what's on the checklist.

Element 2.2.2 Incident and Emergency Management - Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented

NQS 2.2.2 Incident and Emergency Management

Please conduct this checklist and address issues that are identified

Documentation

A written risk assessment identifies all potential emergencies that could affect the service	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
There are written emergency procedures for all emergencies identified in the risk assessment	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Incident, Injury, Trauma and Illness Record are completed for children that have suffered an injury or trauma during emergency	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Regulator is notified of serious incident within 24 hours of emergency	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Records are kept of emergency rehearsals and evaluations	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Insurance policies are up to date and cover relevant emergencies	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
There are diary notes to:	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
• test emergency equipment in line with recognised guidelines	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
• regularly review emergency kit contents	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
• remind families to update emergency numbers	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
• organise (refresher) training in emergency practices	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Display

The emergency evacuation floor plan and instructions/procedures are displayed in all rooms near exits	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Emergency telephone numbers are displayed near telephones	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Facilities and Resources

Exit doors are always clear of obstructions/objects	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Exit doors are unlocked when service is open	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Exit signs identify exits	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
There's a charged mobile phone with credit available for use in emergencies	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
There's a torch and supply of fully charged batteries available for use in emergencies	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
There's appropriate emergency equipment eg fire extinguishers, fire blankets	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Emergency equipment (eg fire extinguishers) is tested in line with recognised guidelines and maintenance records kept	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

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Rehearsals			
Rehearsals for ALL potential emergencies are rehearsed by everyone present (including owners and managers) at least once every three months on different days and at different times and documented	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Rehearsals are evaluated and changes made to procedures when required	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Emergency Kit is collected during rehearsal and reviewed to ensure contents complete and current including children's/staff emergency contact details	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Attendance records (children, staff and visitors) are collected and checked to ensure everyone is accounted for	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Communication			
Information about emergency procedures and rehearsals is communicated to families eg email, social media, newsletter	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Families are regularly reminded to update emergency telephone numbers eg via newsletter, email, social media	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Relevant authorities are consulted where necessary eg for advice about location of assembly point, development of emergency procedures	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Training			
(Refresher) training in emergency practices organised at least annually and documented eg in use of emergency equipment, turning off utilities	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Actions required to embed practice



Law and Regulations

Section 51(1)(a) Conditions on service approval (safety, health and wellbeing of children)

A service approval is granted subject to the condition that the education and care service is operated in a way that ensures the safety, health and wellbeing of the children being educated and cared for by the service

Regulation 97 Emergency and evacuation procedures

The emergency and evacuation procedures required under regulation 168 must set out—

- (a) instructions for what must be done in the event of an emergency; and
- (b) an emergency and evacuation floor plan.
- (2) For the purposes of preparing the emergency and evacuation procedures, the approved provider of an education and care service must ensure that a risk assessment is conducted to identify potential emergencies that are relevant to the service.
Penalty: \$2000.
- (3) The approved provider of an education and care service must ensure that—
 - (a) in the case of a centre-based service, the emergency and evacuation procedures are rehearsed every 3 months by the staff members, volunteers and children present at the service on the day of the rehearsal and the responsible person in relation to the service who is present at the time of the rehearsal; and
 - (b) the rehearsals of the emergency and evacuation procedures are documented.
Penalty: \$2000.
- (4) The approved provider of an education and care service must ensure that a copy of the emergency and evacuation floor plan and instructions are displayed in a prominent position near each exit at the education and care service premises, including a family day care residence and approved family day care venue. **Penalty: \$2000.**

Note. A compliance direction may be issued for failure to comply with subregulation (2), (3) or (4).

Regulation 98 Telephone or other communication equipment

The approved provider of an education and care service must ensure that, when educating or caring for children as part of the service, nominated supervisors and staff

members of the service have ready access to an operating telephone or other similar means of communication to enable immediate communication to and from parents and emergency services.

Penalty: \$1000.

Example Fixed-line telephone, mobile phone, satellite phone, 2-way radio, video conferencing equipment.

Note A compliance direction may be issued for failure to comply with this regulation.

Regulation 168 Education and care service must have policies and procedures

Policies and procedures are required in relation to the following

(e) emergency and evacuation, including the matters set out in Regulation 97

Who has to do what?

You must ensure:

- children are safe at all times
- there's a risk assessment that covers ALL potential emergencies eg may include aggressive intruders, snakes, car crashing into Service, severe dust storms, kidnapping (relevant for AVOs)
- there are emergency procedures for all potential emergencies identified in the risk assessment. Getting advice from local emergency services is not required to meet the Regs but may help to exceed the Element 2.2.2
- procedures are rehearsed for ALL potential emergencies identified at least once every 3 months, that everyone present participates, and document ALL rehearsals. Best practice is to rehearse on different days and times so everyone attending gets a chance to practice
- evacuation floor plan and instructions are displayed near each exit
- you and all staff can easily access a working phone during emergencies.

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4.2.2 Professional standards

Professional standards guide practice, interactions and relationships.

Fair Work

The Federal Government's Fair Work website <https://www.fairwork.gov.au/> has a lot of simple, easy to understand information about employee entitlements as well as some useful templates. Each week we'll share information from the website.

Did you know there are various [Best Practice Guides](#) which you can download from the website?

This week we've attached [Guide to Employing Young Workers](#) to this week's email. As mentioned in the Guide, there are benefits to operating mentor and buddy systems:

	Mentor System	Buddy System
What's the arrangement?	Mentor – Professional arrangement	Buddy – Potential friend
Who's involved?	Mentor – older and more experience	Buddy – similar age and experience who's been around longer
What's their role?	Role model, encourage, assist, identify training needs	Person who can answer 'silly questions' and explain simple issues

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