



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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Element

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



Your NQS practice now?



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In the box below, brainstorm (5 minutes) what you are currently doing for NQS Element 2.2.2 and why you do this? This is the first part of self-assessment for the NQS. You discover where your practices and knowledge are currently. On the next page you'll complete the second part of self-assessment using the checklist to compare what you're doing now to the meeting indicators of 2.2.2.



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.' 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 ask for help and training to do what's on the checklist ie work with your educational leader or room leader who should teach/coach you how to do it.

The checklist keys to use.

- E = **Embedded** I do that **ALL** the time
- K = I **know** I need to do that, but I don't do it all the time
- T = Please **teach** me how to do it or improve my understanding of why I need to do it.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

Too many educators are completing the checklist as **E for embedded**, but **not really checking** to see if it is embedded. Before answering the question, think about **'how'** you are doing it. For example, "Do you regularly have relaxed two way conversations with each child, including at mealtimes?" Before answering think about it "Oh yes, we have one educator who is helping the children serve and I'm sitting at the table talking to children about their day, what we're about to eat. So yes, I'm **'E'**."

	ED1	ED2	ED3	ED4	ED5
Safety					
Do you make sure exit doors are always clear of obstructions/ objects?					
Do you make sure exit doors are unlocked when service is open?					
Teaching Practices					
Could you discuss how you make sure children understand how to identify an emergency, and what to do, in a way that builds familiarity but not undue concern?					
Do you include learning about emergencies, including emergency rehearsals, in the curriculum to promote learning outcomes?					
Rehearsals					
Do you participate in rehearsals for all potential emergencies following documented procedures at least once every three months?					
During the rehearsal do you:					
• search all areas of the service including areas children/adults may not often/ever be in?					
• evacuate all babies even if it's sleep/rest time?					
• check attendance records for all children, staff and visitors at the assembly area?					
• know who's responsible for taking the emergency kit?					
Do you contribute to evaluations of emergency rehearsals?					
Documentation					
Do you complete Incident, Injury, Trauma and Illness Records for children that have suffered an injury or trauma during an emergency?					
Communication					
Do you let families know about upcoming emergency rehearsals and discuss emergency procedures with them?					

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



Checklist

Together as a team, use what you do (from your brainstorming session and the checklist) to write 3 short sentence that show “how” you are doing it. We’ve chosen 1 question from the checklist for you. **Why are you doing this?** QIP’s need to have personalised stories about your practice so the assessor can ask you about why and how you do things. The sentences below can be used for Friday’s QIP writing section.

Write the question from checklist below	Describe ‘how’ you are putting this question into practice
Do you include learning about emergencies, including emergency rehearsals, in the curriculum to promote learning outcomes?	Yes we recently reviewed our emergency procedures for snakes because it’s warming up and they’re more likely to be on the move (see curriculum 7_9_20).
1. Do you include learning about emergencies, including emergency rehearsals, in the curriculum to promote learning outcomes?	
2.	
3.	



Regs!
Do you do this?

What Regulation goes with this NQS Element?

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

Regulation 97 Emergency and evacuation procedures

Regulation 98 Telephone or other communication equipment

Regulation 168 Education and care service must have policies and procedures

Who has to do what?

You must ensure:

- children are safe at all times
- help identify ALL potential emergencies the Service could face including things like severe dust storms and snakes
- participate in rehearsals of emergency procedures for ALL potential emergencies identified at least once every 3 months, and help evaluate rehearsal
- evacuation floor plan and instructions are displayed near each exit.

Which of these things do you need to improve or understand better?

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

As a team now reflect critically on a situation in your room that comes under Element 2.2.2 and write a contribution for the Improvement plan section of your QIP. **Why are you doing this?** It's not just because critical reflection is an Exceeding theme. Critical reflection shows you how to solve problems and improve practice. All educators must contribute to the QIP. It's part of your job. Use this template to help do this and show the assessor how critical reflection has created changes in your practice.

Wednesday 16 September 2020

Step 1 Critical Reflection



Critical Reflection

The EYLF and MTOP say "Critical reflection involves closely examining all aspects of events and experiences from different perspectives."

There is no checklist for critical reflection.

Please watch the video for more information



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Example Situation

Do children need to wear shoes during evacuation drills?



Child/ren
I love running around in bare feet. I don't understand why I can't do this all the time.

Educators and Nominated Supervisor
It's a huge pain having to help all children put their shoes on before an emergency evacuation drill. Why can't we just let them leave the service in bare feet? They'd be much happier.

Families and community
I know most kids love to run around in bare feet but is it really safe when they're outside? What if they step on something sharp for example or the ground's really hot?

Theorist and current research
"At surface temperatures greater than 50°C, tender young skin can be burned severely within seconds and may require surgery. Many playground surfaces and equipment (including plastic parts) can exceed these temperatures Rubber and synthetic grass playground surfacing have been known to cause burn injuries to the soles of children's feet on scorching hot days. Dark coloured rubber surfacing optimises heat retention. Research has found that on low humidity, hot sunny days, dark coloured surfaces can exceed 60°C. [Kidsafe Playground News March 2012](#)

Step 2 Change Practice

Now you have reflected through the eyes of others, you are ready to make well informed decisions and plans to implement a change in your practice. List the changes below.

The issue about wearing shoes during evacuation drills was discussed at a staff meeting on 4_9_20 with all educators. The Nominated Supervisor said she was aware of a [recent case](#) where a centre conducted a fire drill and three toddlers received second degree burns on their feet – they weren't wearing shoes and outside surfaces were very hot.

Once educators were aware of how easily this could happen, they were happy to help children with their shoes. It was much easier than testing the temperature of outdoor surfaces with a thermometer for example.

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

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Step 1 Critical Reflection







Critical Reflection

The EYLF and MTOP says
 "Critical reflection involves closely examining all aspects of events and experiences from different perspectives".
 Critical reflection has no criteria like the checklist.

Select one or more from below or from the checklist to critically reflect upon:

- Could you discuss how you make sure children understand how to identify an emergency, and what to do, in a way that builds familiarity but not undue concern?
- Would team members agree you take emergency rehearsals seriously ie as if there was a real emergency?
- Could you discuss ALL Service emergency procedures with an assessor? If not, what don't you know?
-



	<p>Child/ren</p> <div style="background-color: #ffffcc; height: 150px; width: 100%;"></div>
	<p>Educators and Nominated Supervisor</p> <div style="background-color: #add8e6; height: 150px; width: 100%;"></div>
	<p>Families and community</p> <div style="background-color: #c1e1c1; height: 150px; width: 100%;"></div>
	<p>Theorist and current research</p> <div style="background-color: #d3d3d3; height: 150px; width: 100%;"></div>

Step 2 Change Practice

Now you have reflected through the eyes of others, you are ready to make well informed decisions and plans to implement a change in your practice. List the changes below.

Evaluate the change in practice due to your reflection



Complete
QIP

Write your QIP using what you've completed over the week. Why are you doing this?

You have discovered where your practice is compared to the NQS Guide (comparing what you currently do and Monday, Tuesday and Wednesday's checklist and critical reflection). This is the process of self-assessment. If you have discovered practices, processes, checklist areas you need to improve upon, write them below. Use this to improve practice and select contributions to the QIP Improvement Plan.

Example: On Tuesday checklist we discovered a 'T', we need help with, "You can explain some of the theories that influence your teaching practices and how these contribute to continuous improvement." We realise we need to actively research or obtain information about current theories so we can answer this question. The Educational leader and Matt the Nominated Supervisor are organising some 'fact sheets' on different theorists and we're going to pin them on the staff room wall and discuss different theorists each week during room/group meetings.

The next step if you're meeting the indicators is to self-assess against the Exceeding Indicators. We will look at these more closely in two weeks. On the next page we look at how to write the Strength part of your QIP based on meeting or exceeding Element indicators. Use the below points to guide your writing.

Inclusions	Yes	N/A
1. Write the room location into the strength . This will ensure the assessor knows where to look for your strengths.		
2. Write the educator's name into the strength. This will ensure the assessor knows who to ask about your strengths.		
3. Include the child/children's names in your strength. This will give educators confidence to talk about a subject they know about (the child/ren).		
4. Evidence eg learning story, photo that's easy to access.		
5. Write how you are achieving the exceeding themes.		
Embedded Practice		
Critical Reflection		
Engagement with families/community		
6. Tell the assessor exactly where to find the location of other evidence they need to see to show how you're exceeding.		
7. Show the assessor the location and time of other practice they need to observe to show how you're exceeding.		

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



Working Towards

It's really hard fitting emergency rehearsals into the daily routine. Sometimes we skip a few things so we can just get it done. It's just not practical for example moving children who are resting, or asking all staff to join in.



Meeting

The green text is directly related to the meeting indicators for Element 2.2.2 on pages 168-169 of the NQS Guide

It's really hard fitting emergency rehearsals into the daily routine, but we know how important they are. We recently rehearsed our emergency evacuation procedure and realised that we needed an extra emergency evacuation cot because our babies wouldn't all fit in one cot now we've had more enrolments. Just as well we always take our rehearsals seriously and include everyone present (see emergency rehearsal file).



Exceeding

[Click the logo above to see the ACECQA NSQ Exceeding Themes for 2.2](#)

Below is a case study that demonstrates how the Exceeding themes 1 Embedded Practice, 2 Critical Reflection and 3 Meaningful engagement with families and communities link into practice. The blue text is based on or directly quotes the exceeding indicators in the NQS Guide pages 172-174.

It's really hard fitting emergency rehearsals into the daily routine, but we know how important they are. We recently rehearsed our emergency evacuation procedure and realised that we needed an extra emergency evacuation cot because our babies wouldn't all fit in one cot now we've had more enrolments. Just as well we always take our rehearsals seriously and include everyone present (see emergency rehearsal file). We also get advice about our emergency procedures from relevant authorities. Last week, for example, the local fire brigade visited (see curriculum all rooms 7_9_20) and the Nominated Supervisor asked them to review our procedures during the visit. They suggested we consider moving our assembly point a little closer given our original point is also being used by the local high school. We've changed our practices and procedures as a result (see procedure file).

Write an example and use the exceeding theme (words in blue) to show how you are exceeding.

Or write a plan describing how you could improve to get to exceeding.

Emergency Management and Evacuation Policy

Services must:

- conduct a risk assessment to identify all potential emergencies that could affect the service and use this to prepare emergency and evacuation procedures
- prepare an Emergency Management Plan that covers all potential risks, emergency response procedures, contact details for emergency services and service personnel, drills and training schedules
- have access to reliable communication equipment during emergencies (eg charged mobile phone)
- have a prepared emergency evacuation kit stocked with all necessary items
- display evacuation diagrams and emergency telephone numbers
- rehearse all emergency evacuation procedures at least every three months, on different days/times each quarter.

Lockdown Policy

Examples of critical incidents requiring lockdown may include a siege of service property, aggressive trespasses or a disaster in the local community. Policy contains lockdown procedures including:

Do you have any feedback or comments about these policies? Please include below.

- ringing 000 immediately if emergency services required
- notifying lockdown eg via alarm
- immediately moving people outside inside into their rooms, preferably under desks or out of sight, until all clear signal is given
- checking sign-in sheet to ensure everyone is present.

Bushfire Policy

Contains service procedures to prevent/minimise impact of bushfires and actions required during total fire bans, when there is a local fire, when a bushfire is threatening the premises, and after a bushfire. Some key aspects of the policy include:

- educators monitoring fire danger ratings daily during peak fire season
- trimming trees within 2 metres of building and keeping gutters clean
- maintaining a bushfire/emergency evacuation kit
- ensuring outdoor taps are working, have hoses attached and buckets nearby during very high, severe or extreme fire danger ratings
- ensuring family contacts are current and accessible
- ensuring children have their asthma medication.

Educator's Name	Educator's Signature

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

Critical Reflection - Groups of Children

(Optional)

MONDAY TO FRIDAY
14 September to 18 September 2020

Completing the table below gives you information about where the ideas and activities in your curriculum are coming from. Remember the EYLF and MTOP require most of your curriculum to be based on children's ideas and interests, or related to their families and community. Educator input should not be the largest number in the table.

The table is designed to be used with Centre Support's curriculum symbols showing where an activity or experience came from. Count the symbols for child input, family input etc and add under the Total Column. To work out the percentage divide each input number by the total of all inputs and multiply by 100.

Exceeding theme 2: Practice is informed by critical reflection

Curriculum Input	Total	Percentage
Child Input	eg 20	eg 57%
Family Input	eg 10	eg 28%
Community Input	eg 3	eg 9%
Educator Input	eg 2	eg 6%
Total	eg 35	eg 100%

Curriculum Input	Total	Percentage
Child Input		
Family Input		
Community Input		
Educator Input		
Total		

Completing the table below helps you reflect on how your day at work went compared to your best ever and worst ever days. Think about why you've given the day this rating. What could you change?

Mon	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
Tues	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
Wed	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
Thurs	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
Fri	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				

Space for further reflections if required

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

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