

Room Leader and Educators

Catch Up Week 30a

MONDAY TO FRIDAY
21 September to 25 September 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 30. This week we are summarising some of the important information from weeks 21-25. 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 21 Element 4.2.1 Professional Collaboration

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

All educators are respectful, share information, work collaboratively, critically reflect and acknowledge each other's strengths to create an environment that has a positive inclusive atmosphere for both the service and families.

You must:

- share your knowledge and skills with team members
- encourage team members to share their ideas and knowledge, regardless of their experience, culture, background
- be willing to listen and implement better ways of doing things
- willingly support new team members and relief staff
- always interact in a respectful and professional way.

Week 22 Element 4.2.2 Professional Standards

The core of this element's exceeding themes is:

All educators interact with colleagues, families and community members in a way which is always respectful, culturally sensitive, inclusive and professional. They reflect critically on their practices in relation to recognised professional standards including the service Code of Conduct/Ethics, and are always looking for ways to improve professional practice, for example by responding to input from families and community.

You must:

- regularly assess your practice against the National Law, Regs, NQS, service philosophy, and code of conduct/ethics and improve practice when you identify issues
- regularly contribute to the QIP and reviews of the philosophy, policies and procedures
- always report any unprofessional or illegal behaviour at the service
- never let personal beliefs or biases affect the quality of your working relationships or practices
- always respect families' expectations and work with them to achieve the best possible outcome for their child.

Week 23 Standard 4.2 Staffing Arrangements

The core of this element's exceeding themes is:

All staff interact with others in a respectful, culturally sensitive, inclusive and professional way. All educators share information, work collaboratively, critically reflect on their professional practices, and acknowledge each other's strengths to create a culture of continuous improvement and a positive service environment.

You must:

- regularly collaborate with team members in ways that are consistent with your service philosophy, code of conduct/ethics
- regularly reflect critically on professional standards, ethical issues, curriculum and teaching practices and implement identified improvements
- consistently communicate and work with families, children, and community members in ways they make them feel valued and included eg communicating in culturally sensitive ways, including their ideas and priorities.

Week 24 Standard 1.2 Educational Program and Practice

The core of this element's exceeding themes is:

All educators consistently:

Week 30a 21 September to 25 September 2020 – **Catch-up week**

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- *use various strategies at different times to extend children's learning eg modelling, open-ended questioning, speculating, explaining and engaging in sustained shared conversations*
- *listen to and use feedback from families and community members to extend each child's learning*
- *encourage each child to make choices and decisions about activities, experiences, routines, service events, resources etc, implement them and get involved in their play to extend learning*
- *reflect on their practice to improve outcomes for children*

You must:

- *use strategies that encourage children to participate and promote learning outcomes eg open-ended questions, sustained conversations, demonstration, implementing children's choices*
- *be able to explain how your practice implements the EYLF and the service philosophy*
- *regularly reflect critically on your teaching practices and educational theories, implement identified improvements, and be able to explain how your practice has changed over time*
- *regularly communicate with children's families/ community so you can include each child's knowledge, strengths, ideas, culture, abilities and interests in the curriculum*
- *plan the curriculum so it reflects the service community, culture and location.*

Week 25 Element 3.1.1 Physical Environment

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

- *ensure, and can explain, how the physical environment, including furniture, equipment and resources, supports each child's participation, reflects the unique community context and includes the ideas and support of service families and community partners*
- *reflect individually and together, and adjust the environment as needed to enhance learning outcomes and ensure the participation and safety of each child.*

You must:

- *always actively supervise children and take action to remove or control risks in the environment*
- *make sure environments promote children's wellbeing and comfort eg comfortable temperatures, adequate lighting, not too noisy, clean and hygienic, considered use of spaces, attractive and welcoming environments*
- *use resources that reflect the cultures and backgrounds of your children, families and local community.*

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Reflection

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1. What particular interests do your team members have? Are you using these in the curriculum or to support the running of the room/group?

4. The EYLF is based on socio-cultural theories? What does this mean? What should the focus of the curriculum be?

2. A migrant family wants you to focus on teaching literacy to their child using stencils and rote learning. How do you respond?

5. You have families with Asian and African backgrounds. What resources will you source to support children's learning? What will children see in their environment?

3. A couple of your families don't speak English well, and haven't been invited to share or lead activities with the children. Is this ethical? What could you do?

Head Lice Policy

- Anyone can get head lice. They are spread by direct head to head contact because they cannot jump or fly
- An educator may discreetly and respectfully examine a child’s head if they suspect the child has head lice
- If head lice are identified:
 - educators will ensure there is no head to head contact with other children eg through cuddling. If they believe it will be difficult to prevent head to head contact, parents will be contacted to collect the child
 - child must be treated at home with the ‘condition and comb’ method, chemical lice treatment or a combination of both methods
 - child may return the following day if effective treatment has started and there are no live lice on child’s head
 - the Nominated Supervisor will place a notice near the service entrance about the head lice outbreak.

Sand Pit Policy

Educators will ensure:

- the sandpit has adequate drainage
- the timber has not been treated with Copper Chromium Arsenate
- the sandpit is filled with washed beach or river sand, not builders’/brick sand which is unsuitable
- the sand is at least 500mm deep, and replenished when it drops 100mm below the top edge
- any natural elements (eg boulders) are stable and cannot be moved
- the sandpit is adequately shaded
- they clean the sand by regularly exposing it to sunshine and fresh air
- they rake sand pits before use and regularly during the day, carefully removing and disposing of any contaminated sand or dangerous matter
- they turn the sand over monthly to aerate it
- they change the sand at least annually and whenever it’s extensively contaminated
- they remove toys from the sandpit at the end of each day
- they cover sand pits closely when they’re not in use.

Educator’s Name	Educator’s Signature	Educator’s Name	Educator’s Signature

Educational Leader

Catch Up Week 20b

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

1. What particular interests do your team members have? Are you using these in the curriculum or to support the running of the room/group?

Example answer Team members have interests in gardening, cooking, fitness and going to the gym and singing. Yes we make sure that each educator leads activities relating to their particular interest, and it's not just the children that learn new things in these areas!

2. A migrant family wants you to focus on teaching literacy to their child using stencils and rote learning. How do you respond.?

Example answer I'd explain that there's a learning framework we follow (EYLF) that includes literacy outcomes, and that young children learn best when literacy learning is presented in interesting and engaging ways which are tailored to their individual interests ie not rote learning with stencils. I'd make follow up times when we could discuss how their child is going with their literacy outcomes.

3. A couple of your families don't speak English well, and haven't been invited to share or lead activities with the children. Is this ethical? What could you do?

Example answer No it's not ethical because these families are not being given the same opportunities to participate in service activities as other families. Maybe you could use an interpreter service to communicate with them, or find another person/family member who could come in with them and help translate.

4. The EYLF is based on socio-cultural theories? What does this mean? What should the focus of the curriculum be?

Example answer Socio-cultural theories say children learn from the relationships they have with their families and community, so the focus of the curriculum should be on children's relationships and everyday lives including their interests and ideas - and not on the way they can use and manipulate resources and equipment for example.

5. You have families with Asian and African backgrounds. What resources will you source to support children's learning? What will children see in their environment?

Example answer There will be lots of resources that represent or relate to these cultures eg books, dolls and relevant objects, and the environment may include words displayed in the child's home language, cultural stories and objects etc.