

Room Leader and Educators

Catch Up Week 30b

MONDAY TO FRIDAY
28 September to 2 October 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 26-30. 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 26 Element 3.1.2 Upkeep

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

All educators ensure outdoor and indoor spaces, buildings, fixtures and fittings are safe, clean and well-maintained at all times. All educators reflect upon the best ways to include children, families and local community to assist in maintaining a safe and clean environment.

You must:

- Understand cleaning schedules and implement them as required
- create risk assessments for the physical environment, including assessments for all new potentially dangerous equipment and furniture
- understand and implement the service maintenance procedure
- immediately remove broken resources/equipment or cordon them off if you can't remove them.

Week 27 Standard 3.1 Design

The core of this element's exceeding themes is:

All educators:

- *ensure the physical environment supports each child's participation and learning at all times during the day, reflects the unique community context and includes the ideas and support of service families and community*
- *ensure outdoor and indoor spaces, buildings, fixtures and fittings are always safe, clean and well-maintained.*

You must:

- organise indoor and outdoor spaces, and materials and resources in ways they can be used flexibly and help each child participate in all activities
- move spaces and resources during the day to accommodate changes in the environment
- be able to discuss how your organisation of spaces and resources supports the service philosophy and EYLF
- seek out, listen to and act on the ideas and views of your children and families about organising spaces and resources
- reflect the things that make your service unique in the way you use and organise spaces and resources.

Week 28 Element 2.2.1 Supervision

The core of this element's exceeding themes is:

All educators reflect upon their practice and families' concerns to ensure children's safety is always met. They do this by being consistently attuned to children and applying risk assessment. Educators can confidently explain and adjust the environment, program, practice, policies and procedures when required.

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 29 Element 2.2.3 Child protection

The core of this element's exceeding themes is:

All educators act on and can discuss their responsibilities under current child protection laws, regularly reflect on practices to support children's safety

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and make identified changes, and actively raise awareness of child protection issues with families and community members in a culturally sensitive manner.

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/MTOP 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 30 Element 2.2.2 Incident and Emergency Management

- *Managers develop partnerships with key emergency service organisations and ensure emergency plans are practised regularly. All educators actively engage with families about their safety concerns, and critically reflect individually and as a team on emergency management practices, taking into account responses to past incidents and advice from recognised authorities, making identified changes to improve safety outcomes.*

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.

Reflection

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1. You notice children are getting splinters from the wooden cubby house. What do you do about stopping this from happening?

2. You have a lot of children who live in apartments. They don't have backyards and they're not allowed to keep pets? What features /equipment/spaces etc will you set up in your outdoor environment?

3. Are there practices in your room/group that ensure each team member knows when other team members leave or re-enter the room/area? How do these adequately support your supervision practices ie do you always know who from your team is supervising which children?

4. What do you do if the person abusing children at the service is another educator/staff member? How does this compare to what you'd do if a family member or other person is abusing the child?

5. If you had to evacuate in a real emergency, would you be confused about who was responsible for checking all rooms clear, taking current attendance sheet, children's medications, or first aid kit etc? What do you need to clarify before a real emergency happens?

Policy Review

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Death of an Educator Policy

Contains procedure to follow if an educator or staff member dies at the service including:

- immediately calling ambulance and following any instructions
- immediately calling police and following advice
- immediately notifying Work Health and Safety Regulator and following instructions
- notifying the Early Childhood regulator of the serious incident within 24 hours of the death
- calling in relief staff if necessary for supervision/ratio purposes
- offering reasonable counselling/support services to children and staff, and family of deceased staff member.

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

Nappy Change Safety and Hygiene Educators

NQS 2.1.1 Wellbeing and comfort

2.1.2 Health practices and procedures

2.2.1 Supervision

3.1.2 Upkeep

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

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.

Facilities	ED1	ED2	ED3	ED4	ED5
Do you use two nappy change surfaces during the day eg a waterproof sheet over the change mat is removed at lunch time					
Do you make sure nappy creams and cleaning products are inaccessible to children?					
Supervision					
Do you supervise children AT ALL TIMES on the change table?					
Change procedures					
Do you make sure paper towel is on table, wipes and bag for dirty nappy close and ready?					
Do you wear gloves to change nappies?					
Do you help older children up the steps to the change table?					
Do you remove excess poo and flush down toilet?					
Do you clean children's bottoms wiping from front to back and dry with wipes?					
Do you seal soiled nappies, paper towels, wipes and gloves in plastic bag and place in a hands free lined, lidded bin for removal at end of nappy change?					
Do you make sure nappy bins inaccessible to children?					
Do you seal soiled clothing (and cloth nappy if relevant) in a bag for washing?					
Do you tell parents if child has soiled clothing?					
Do you remove the paper on the change table before dressing child in clean clothes?					
Do you remove gloves before touching clean clothing or clean nappy?					
Do you wash your hands three times during the nappy change procedure: before starting, after changing the nappy, after cleaning the change table?					
Do you wash infants' hands with pre-moistened disposable wipes and dry them?					
Cleaning Procedures					
Do you clean the change table with detergent and warm water after each nappy change?					
Do you rinse and dry the change table (eg with paper towel) after washing?					
Do you disinfect the change table if there are spills of blood, urine, poo or vomit which are known/suspected to be infectious?					
Do you make sure cleaning products are inaccessible to children?					

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Actions required

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Indoor or Outdoor Storage Educators

NQS 2.2.1 Supervision

3.1.1 Fit for purpose

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

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.

Access	ED1	ED2	ED3	ED4	ED5
Do you make sure storage areas secure and inaccessible to children?					
Do the lock storage areas if they're fitted with locks?					
Storage					
Do you make sure there are no objects stored in front of the shelving?					
Do you store heavy items on lower shelves?					
Do you store light objects on the top shelf?					
Do you make sure to correctly label storage containers?					
Do you store most of stored between shoulder and knee height?					
Do you take action to ensure nothing can fall or roll off a shelf (eg wheeled items)?					
Do you stack paper and cardboard so it doesn't slip off a shelf?					
Do you store all food outside the storage area ie play dough material?					
Do you store hazardous chemicals in a secure, independent location?					
Practices					
Do you use a step ladder to access higher shelving?					
Do you bend your legs to pick up objects (particularly heavy objects)?					
Do you close drawers and cupboards immediately after use?					

Actions required

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