

Room Leader and Educators

Catch Up Week 10b

MONDAY TO FRIDAY
19 to 23 April 2021

Services have previously advised they needed some catch up weeks, so we developed a 40 week email cycle with some catch up weeks every 10 weeks. This week we are summarising some of the important information from weeks 6-10. 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 6 Element 1.1.1 Approved learning framework

*The core of this Standard's exceeding themes is "All educators work collaboratively with the educational leader, and regularly engage with families and the community, to consistently make curriculum decisions which maximise learning and development outcomes for every child in relation to their **identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.** All educators regularly reflect on practices to ensure they support the rights of every child to participate and achieve learning outcomes."*

We looked at examples of:

- exploring children's home life to help them build their identity
- connecting children with their community through walking excursions
- supporting the wellbeing of a child by understanding what was happening at home (parents were separated)
- using loose parts play to build children's confidence and participation
- how to enable babies' communication with each other

Week 7 Element 5.1.1 Positive educator to child interactions

The core of this element's exceeding theme is "All educators can explain and demonstrate how they have a deep commitment to building and maintaining respectful and equitable relationships with each child which are strengthened by meaningful relationships with families and the community. All educators critically reflect, both individually and as a team, on how their interactions with children build each child's self-esteem, identity and sense of belonging."

We discussed:

- how educators must respond and interact with children in ways that help them feel safe, included and therefore ready to learn. Examples of this included using conversations with families and engaging in activities that reflect children's daily lives and interests
- attachment theory and how educators must help children understand the service is a safe place because they don't automatically know.

Week 8 Element 6.1.3 Families are supported

The core of this element's exceeding theme is "All educators consistently consider each family's particular circumstances and regularly provide them with comprehensive, current information about the service and relevant community services and resources. All

Week 10b 19 to 23 April 2021 – Catch-up week

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educators actively support families to build relationships with other families and community services, and critically reflect on the best way of engaging with each family including how their own biases may impact relationships with families."

We discussed how this element involves providing families with:

- information about service operations
- information, sources and contact details to promote parenting and family wellbeing.

We also looked at service events that can help support parenting and family wellbeing.

Week 9 Element 7.1.1 Service philosophy and purpose

The core of this element's exceeding theme is "The service philosophy reflects the guiding principles of the National Law. All educators and managers can discuss and demonstrate how their daily practice is underpinned by the service philosophy, how they reflect critically on the philosophy making changes as required, and how they support families and the community to engage with the philosophy and provide feedback."

We discussed how your Service Philosophy:

- guides services decisions, policies, practices (including teaching practices)
- reflects a shared understanding of the role of the services and staff.

We also looked at the 'Theory of Practice Architectures' which says educators' practices and beliefs shape and are shaped by the physical (eg regs and use of space, resources and equipment), cultural (eg beliefs about children's capabilities) and social (eg power dynamics) environments in which they operate.

Week 10 Element 6.2.3 Community engagement

The core of this element's exceeding theme is "All educators have robust debate about the best way to form collaborative partnership with the community to further children's learning that is connected to the practices and principle of the EYLF and MTOP. Changes in practice are implemented when understood by all and all educators can explain how community connections support children's learning and wellbeing."

We looked at building connections and relationships with the local community and gave examples of visits to local businesses. We also discussed cultural tokenism eg:

- displaying cultural artefacts without giving children information about the item's heritage or significance
- superficially celebrating a cultural event or only exposing children to that culture through the event
- only exposing children to that culture through the culture's traditional food or dress.

1. **Element 1.1.1 Approved learning framework**

Element 1.1.1 refers to promoting a child's identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. Are there parts of this element that you focus on less than others? Which parts do you need to focus on more and how will you do this?

2. **Element 5.1.1 Positive educator to child interactions**

You hear another educator tell a child to "Stop crying." It's not that bad." Is this an example of a positive interaction? Why or why not? What would you say to the child?

4. **Element 7.1.1 Service philosophy and purpose**
If you had to add one thing to your service philosophy, or take one thing away, what would it be? Is this something you'll contribute to the next Philosophy review?

3. **Element 6.1.3 Families are supported**

Do you ever avoid conversations with parents if you think they'll bring up something you really don't want to hear because it might mean extra work eg connecting them with local support services, providing information on family wellbeing etc? Could you be a bit more proactive in this area? What might you change?

5. **Element 6.2.3 Community engagement**
How might the 'Theory of Practice Architectures' discussed in week 9, especially your beliefs about children's capabilities, affect the type and scope of community connections you help children make? How will you stop your beliefs impacting the connections you make?

Emergency Service Contact Policy

- ring 000 to request police, fire or ambulance in an emergency (translators are available)
- stay calm, stay on the line, provide address or location and be as specific as possible
- follow instructions provided
- display the emergency number near telephones
- teach children and visitors the emergency number is 000 and how to use it.

Lock Up Policy

At the end of each day the Nominated Supervisor or Person in Charge (Responsible Person) will:

- check all beds/cots to ensure no child is still asleep
- check indoors and outdoors to ensure no child is still on the premises
- check all children have been signed out
- turn off lights, A/C, shut blinds, turn on alarm and lock premises.

If a child has not been signed out, the Responsible Person will check with educators if child was collected, and if not, conduct an immediate search of the premises. If child not located, they will contact parents and if they do not have child, immediately contact the Police and advise a child is missing. They will then document a Serious Incident and notify the Regulatory Authority within 24 hours.

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

Week 10b 19 to 23 April 2021 – Catch-up week



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' in relation to Element 2.1.2 Health practices and procedures, 2.2.1 Supervision and Element 3.1.2 Upkeep. 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	

Classroom Safety

	ED1	ED2	ED3	ED4	ED5
Hygiene					
Do you use dedicated cleaning material (eg paper towels) for cleaning spills?					
Do you make sure the room is always clear of garbage and litter, and empty rubbish containers before they overflow?					
Do you regularly wash your hands to prevent cross contamination/illness?					
Practices					
Do you make sure electrical cords don't obstruct movement or present a safety hazard eg they're clear of water sources, aren't a tripping hazard?					
Do you make sure appliances and resources can't fall or roll off shelves/benches?					
Do you make sure children can't access blind/curtain cords, including babies in cots?					
Do you ensure children under 3 can't access resources that are potential choking hazards (objects smaller than a ping pong ball)?					
Do you prepare and consume hot food and drinks away from classrooms?					
Do you make sure chemicals (including cleaning products) and medications are properly labelled and stored securely, including after each use?					
Do you ensure children and adults aren't exposed to dangerous fumes/mist by spraying cleaning products (eg aerosols) onto cleaning cloths rather than directly onto surfaces?					
Do you empty water containers after use?					
Do you keep floors clear of substances or resources that may cause falls and slips eg mats with curling edges, items that are same colour as floor coverings and are difficult to see?					
Do you immediately remove broken equipment, toys and furniture and ensure children can't access these?					
If you can't immediately remove/fix equipment or resources that pose risks, do you record in the maintenance register and tell the Nominated Supervisor eg broken childproof latches on cupboards?					
Do you only carry children when necessary and in a way that protects your back? (ie by placing one arm under buttock, supporting child's back with other arm while child faces you and holding child as close to your body as possible).					
Do you involve children in setting safety rules?					

Week 10b 19 to 23 April 2021 – Catch-up week

Actions required after completing the checklist?

Week 10a 12 to 16 April 2021 – Catch-up week

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