

# Room Leader and Educators

## Catch Up Week 10a

MONDAY TO FRIDAY  
12 to 16 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 1-5. 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 1 Element 1.1.3 Program learning opportunities**

*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, including the organisation of daily routines, which maximise learning and development outcomes for every child. All educators regularly reflect on changes to the program which would enhance learning outcomes, including through the organisation of daily routines."*

We discussed:

- using routine cards to show children what's happening in their day and what to expect next. This helps create a familiar and predictable environment where children and educators are ready to learn and teach
- linking routines to EYLF learning outcomes to maximise learning opportunities.

### **Week 2 Element 7.1.3 Roles and responsibilities**

*The core of this element's exceeding theme is "all educators, including relief staff, can discuss their roles and responsibilities. All managers promote a positive organisational culture that provides opportunities for all employees to freely discuss effective service operations, collaborate with employees during change processes, and ensure families understand service roles and responsibilities."*

We discussed how educators must:

- develop activities based on what children know, understand and can do
- develop activities around children's interests and NOT rely on toys and equipment to occupy children
- work as a team and clearly understand their individual roles in implementing activities and routines.

### **Week 3 Element 6.1.1 Engagement with the service**

*The core of this element's exceeding theme is "all educators consistently support families to make meaningful contributions to service decisions, and engage in robust discussion about the best way of engaging with each family, including their communication preferences, given their unique family context."*

We discussed how this element involves families being:

- supported from enrolment (eg with home visits)
- involved in the service (eg using their occupations)
- encouraged to contribute to service decisions (eg feedback on daily routines, activities, procedures).

### **Week 4 Element 1.1.2 Child-centred**

*The core of this element's exceeding theme is "all educators work collaboratively with the educational leader, and regularly engage with families and the community, to consistently develop and implement a purposeful and responsive educational program that reflects and builds on the knowledge, strengths, ideas, culture, abilities and interests of each child. All educators regularly reflect on how these characteristics have evolved for each child, and use this understanding to develop the educational program."*

We discussed how educators must:

- understand each child's knowledge, abilities, interests and strengths, and use these to plan activities
- include children's ideas and culture in the program.

We encouraged educators to think how they developed their own knowledge, abilities, interests, strengths and ideas to help identify these things in the children. We also discussed that culture is not just about different nationalities.

### **Week 5 Element 6.1.2 Parents views are respected**

*The core of this element's exceeding theme is "all educators recognise the leading role of families in their child's wellbeing and development, actively learn about their culture, values and educational priorities, plan for these in the learning program, and engage in robust discussion about the best way to support each family's contribution to the program."*

We discussed how this element involves understanding what each family are experts at (eg profession, hobby), and what their values and culture are, and finding a way to include these things in the program. We also discussed families' beliefs and how educators may need to adapt activities to respect those beliefs.

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**1. Element 1.1.3 Program learning opportunities**

Which routines work well in your room/group and which see children or educators unprepared and/or wandering around? How can you improve these routines to provide more opportunities for learning? If all your routines run smoothly, what opportunities are there to strengthen learning outcomes?

**2. Element 7.1.3 Roles and responsibilities**

Looking back on activities over the last couple of weeks, were most activities planned to extend children's current knowledge, understanding and skills? Were most activities directly related to children's interests? If you're not planning activities like these most of the time, what can you do to change this situation?

**4. Element 1.1.2 Child-centred**

Looking back on activities over the last couple of weeks, were there many activities that children suggested, or that involved learning about their families' particular activities and interests? How will you include more activities like these?

**3. Element 6.1.1 Engagement with the service**

What questions about daily routines, practices, activities etc have families recently asked? Have there been any complaints or concerns, or were families just seeking information? Did you use these opportunities to involve the families in decision-making? Did you make changes as a result? What opportunities to engage families are you missing?

**5. Element 6.1.2 Parents views are respected**

Are there certain activities or experiences that you avoid because of your families' beliefs. How could you implement these activities in a different way which respects the beliefs but also exposes children to this type of learning?

## Death of a Child Policy

- Contains procedure to follow if a child dies at the service or dies following an incident at the service. Educators will apply first aid as appropriate and immediately call an ambulance
- The Nominated Supervisor will:
  - call parents/guardians and arrange to meet at hospital
  - notify Police
  - notify Regulatory Authority of serious incident within 24 hours of the death, or becoming aware of death
  - notify WHS/OHS Regulatory Authority as soon as possible.

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



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	

## Bathroom Safety and Hygiene Educators

	ED1	ED2	ED3	ED4	ED5
<b>Facilities and Supervision</b>					
Do you check nappy change tables are stable?					
Do you check nappy bins can't be accessed by children?					
Do you check change mats are in good condition eg no broken vinyl?					
Do you use childproof latches on all drawers and cupboards?					
Do you immediately remove any loose or broken tiles?					
Do you make sure liquid hand wash is always available at every basin?					
Do you make sure there are paper/cloth towels for every child (and cloth towels are only used by one child/person)?					
Do you make sure there's a "spill kit" nearby to clean spills of urine, poo, blood, and vomit (with gloves, paper towel, disposable cloths or sponge, detergent, bleach, scraper and pan)?					
Do you remove anything on the floor that may cause falls or slips?					
Do you close drawers and cupboards immediately after use?					
If you can't immediately fix some of the things mentioned above, do you record in the maintenance register?					
Do you supervise children AT ALL TIMES in the bathroom?					
Do you make sure cleaning products, mops and buckets can't be accessed by children?					
Do you make sure plastic bags can't be accessed by children?					
Do you seal soiled clothing/nappies in bags and make sure children can't access these?					
<b>Cleaning and Hygiene</b>					
Do you make sure the bathroom is cleaned at least once a day with detergent and water?					
Do you clean the bathroom as soon as it looks/smells dirty or there are spills?					
Do you clean the toilet thoroughly eg around the base, under the lid?					
Do you disinfect after cleaning if there are spills of blood, urine, poo or vomit which you know or suspect are infectious?					
Can you easily identify cleaning sponges/cloths used in the bathroom eg they're a specific colour?					

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Do you wear gloves to clean and make sure they're not re-used in any other area of the service?					
Do you clean and dry equipment after cleaning, including hanging gloves hung out to dry?					
Do you wash your hands as soon as you finish cleaning?					

**Actions required after completing the checklist?**

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## Compliance test for educators

**Instructions: Nominated Supervisor is to** conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Miss Billie takes her children to the local park every week. Does she need to do a risk assessment before each outing?	No. Reg 100 says a risk assessment isn't needed if one has already been done less than 12 months ago. The outings must be 'regular outings' though. Under Reg 4 these mean the risks are substantially the same each time. So for example Miss Billie couldn't take the children on a completely new route to the park without doing a new risk assessment first.	
Miss Miley says the parents can't sign the authorisation form for the excursion before it happens, but that's okay. She knows they'll sign it when they come back. They wouldn't want Charlie to miss out. What do you say?	Reg 102 says children (or someone else authorised on the enrolment form) can't be taken on an excursion if parents haven't signed the authorisation form. Charlie can't go.	
Mr Adam says the risk assessment form the centre uses for excursions has too much detail on it and half the things on there aren't really necessary. What's your response?	Reg 101 outlines what MUST be in a risk assessment. Is there anything on the form that's not in Reg 101?	
Miss Tones isn't sure what the educator to child ratio is for excursions? What's the answer?	There are no separate ratios for excursions. Normal minimum ratio requirements must be met. However – you must ensure (as always) that children are adequately supervised (Law section 165 Offence to inadequately supervise children). On an excursion this may mean you need extra educators or adults (eg parents helpers) given the activities, length of excursion, destination etc.)	