

Room Leader and Educators Catch Up Week 20a

MONDAY TO FRIDAY
5 to 9 July 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 11-15. 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 11 Element 3.2.2 Resources support play-based learning

The core of this Standard's exceeding themes is "All educators confidently organise and adapt resources to promote an inclusive, safe and flexible play-based learning environment which reflects the diverse cultures and context of the community. All educators, both individually and as a team, regularly reflect on ways to enhance learning outcomes and participation through the creative and flexible use of resources.."

We discussed resources and equipment:

- that can be used in multiple ways and allow the environment to be regularly rearranged
- that are sufficient in number and accessible so children need not wait very long to use them
- which meet the interests and abilities of all the children using them
- which support all aspects of the program and learning outcomes
- which challenge children and support appropriate risk taking.

Week 12 Element 1.2.3 Child directed learning

The core of this element's exceeding theme is "all educators, consistently and respectfully support children to make choices and decisions throughout the day, and incorporate children's ideas and views into the program to promote and extend learning. All educators regularly reflect, individually and with each other, on how they ensure the agency of every child at the service."

We discussed the importance of risky play, and how to recognise, support and encourage children to:

- make choices which support their own wellbeing and that of others
- choose, plan for and help set up play experiences and activities
- develop skills in assessing risk.

Week 13 Element 1.2.2 Responsive teaching and scaffolding

The core of this element's exceeding theme is "all educators consistently and respectfully respond to each child's ideas and

play, for example through open-ended questions and feedback, to extend each child's participation, learning and development. All educators consistently draw on families' or communities' understanding of each child's strengths, ideas, culture and interests to extend their learning and development, and regularly reflect, individually and with each other, on their educational practice.

We discussed how educators must:

- respond to children's ideas to create the curriculum
- extend children's ideas to create curriculum
- use open ended questions to gain curriculum ideas from children
- use children's feedback to create curriculum ideas?

Week 14 Element 1.2.1 Intentional Teaching

The core of this element's exceeding theme is "all educators are consistently deliberate, purposeful, and thoughtful in all of their decisions and actions, and confidently make curriculum decisions to ensure each child's participation, learning and development. All educators consistently draw on families' or communities' understanding of each child's strengths, ideas, culture and interests to extend their learning and development, and regularly reflect, individually and with each other, on their educational practice."

We discussed how educators must use their professional knowledge to:

- select the best teaching strategies for particular activities and particular children, and change strategies when needed to promote learning
- intentionally teach children whenever opportunities arise eg during planned/spontaneous activities, during routines, transitions, play.

Week 15 Element 3.2.1 Inclusive environment

The core of this element's exceeding theme is "all educators confidently organise and adapt spaces to promote each child's participation in a high quality learning program which reflects the diverse cultures and context of the community. All educators, both individually and as a team, regularly reflect on ways to enhance learning outcomes and participation through the creative and flexible use of space, including community spaces accessed during excursions.."

We discussed:

- organising and adapting indoor and outdoor spaces to support each child's interests, preferences, self-confidence and participation
- using and arranging furniture, equipment and materials in multiple ways to support children's engagement with the built and natural environment.

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

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1. Element 3.2.2 Resources support play-based learning

What would happen if all your store bought toys and equipment disappeared for a week? What would you do with the children? Should or could you be doing more of these activities every day?

2. Element 1.2.3 Child directed learning

Looking back on activities over the last couple of weeks, were they mostly suggested or initiated by children? Did children get involved in assessing risk? If this is not happening most of the time, what barriers are preventing this from happening? If this is happening most of the time, critically reflect through a child's eyes to see how you can improve further.

3. Element 1.2.2 Responsive teaching and scaffolding

Educators' personal beliefs and values can unintentionally affect how well they meet this element eg "I'll need to research that with the children – let's do something easier/That'll be too hard to clean up – let's do something different/I haven't got what we need for that – let's do my idea/The children are happy doing art and craft – why bother doing anything else?" Answer honestly – are your personal beliefs and values limiting children's progress towards learning outcomes? If yes, what's the first thing you'll change? If no, are there opportunities to support other educators to improve in this area?

4. Element 1.2.1 Intentional Teaching

Educators use lots of different strategies when they teach eg modelling, demonstrating, open-ended questioning, speculating, explaining, problem solving, sustained conversations. How do you decide if a particular strategy is helping children learn? Do you regularly change strategies to meet the diverse needs of children? Reflect using an example.

5. Element 3.2.1 Inclusive environment

When thinking about your children without additional needs, how do your indoor and outdoor spaces encourage them to feel they belong, and to engage in the program and with each other? Are there things you could change to make the environment more inclusive?

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

Family Law and Access Policy

Educators, staff and volunteers must:

- comply with Parenting Orders/Plans that affect a child at the Service (as they are legally enforceable). The Orders/Plans can cover things like who has custody of and access to the child, and who can make decisions about the child's life
- never deliver a child to a non-custodial parent. They will contact the parent the child lives with, and the police if needed, where the non-custodial parent refuses to leave.

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

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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, and Element 7.1.2 management systems. 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	

Food Safety and Hygiene Educators

	ED1	ED2	ED3	ED4	ED5
Storage					
Are all containers with food in them dated?					
Is all food covered and dated in sealable food grade containers, inside and outside the refrigerator?					
Are all storage areas clean?					
Are chemicals stored well away from storage areas that contain food?					
Is all perishable food brought from home placed in the fridge on arrival?					
Fridge and Freezer					
Is raw food separated from and stored below cooked food?					
Is food thawing in the fridge covered and stored below cooked foods(to prevent juices dripping onto and contaminating other food)?					
Is all food in the fridge within the food's expiry period?					
Food Preparation					
Do you only refrigerate perishable food that's been in the temperature danger zone between 5°C and 60°C for two hours or less?					
Do you only reheat perishable food that's been in the temperature danger zone between 5°C and 60°C for two hours or less?					
Is perishable food that has been in the temperature danger zone for more than 4 hours thrown away (including leftovers)?					
Is leftover food that has been served to children thrown out?					
Allergies					
Are the names and medical management /risk minimisation plans of children with special dietary requirements easy to see/read?					
Are you aware of children's special dietary requirement during meal service?					
Do you follow service allergy policies (eg nut policy)?					

Actions required after completing the checklist?

Week 20a 5 to 9 July 2021 – Catch-up week

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