

Room Leader and Educators

Catch Up Week 20b

MONDAY TO FRIDAY
12 to 16 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 16-20. 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 16 Element 1.3.1 Assessment and Planning Cycle

The core of this Standard's exceeding themes is "All educators can explain how their approach to assessment and planning links to the service philosophy and learning framework, and how this extends each child's learning and development, including in relation to the unique community context of the service. All educators engage in robust discussion about the assessment and planning cycle, and consider whether alternate assessment and planning processes will improve learning outcomes."

We looked at the stages of the assessment and planning cycle and discussed how these must be evident in your documentation:

- **observing**/collecting information about what children know, can do and understand
- **analysing** this information using the learning outcomes indicators (left side under outcome)
- **planning** using the learning outcome indicators (right side under outcome)
- **implementing** the planning
- **reflecting** from different perspectives and **evaluating** the implementation steps

Week 17 Element 1.3.2 Critical Reflection

The core of this element's exceeding theme is "all educators, regularly engage in planned and spontaneous critical reflection on children's learning and development, as individuals and in groups, and make identified changes to the design and implementation of the program. Critical reflection includes social justice and equity considerations, theoretical and philosophical influence, and how well all educators include the views and input of children, families and the community."

We discussed the need to critically reflect on interactions, experiences, activities, routines, environment and planned/unplanned events. This enables us to identify our strengths and opportunities to improve.

Week 18 Element 3.1.1 Fit for Purpose

The core of this element's exceeding theme 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. All educators reflect individually and together, and adjust the environment as needed to enhance learning outcomes and ensure the participation and safety of each child."

We discussed how fit for purpose means indoor and outdoor spaces:

- are flexible, welcoming and accessible
- reflect diversity in the community
- are safe and promote health outcomes
- are environmentally sustainable
- contains safe furniture and equipment that promotes learning outcomes.

Week 19 Element 3.1.2 Upkeep

The core of this element's exceeding theme is "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."

We discussed involving children in effective cleaning and maintenance practices as they usually love helping and are learning while doing so.

Week 20 Element 1.3.3 Information for Families

The core of this element's exceeding theme is "all educators consistently engage meaningfully with children's families in culturally sensitive ways that meet each family's needs to inform them about the educational program and their child's participation, learning and development, and regularly reflect, individually and with each other, on whether families can understand and easily access the information."

We discussed how families must be included in decision-making about their child's learning and information provided must:

- be accessible, meaningful and useful
- show children's participation in the program and progress towards learning outcomes
- be shared verbally and through written documentation.

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

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1. Element 1.3.1 Assessment and Planning Cycle

Do you include reflections in your learning stories? Are you confident they're true reflections not evaluations of how the activity was implemented? What barriers are stopping you writing short reflections? How will you overcome them?

2. Element 1.3.2 Critical Reflection

How do you reflect from other perspectives? Do you pretend you are a child, family member, community member, team member etc? Do you try and feel what that person may feel in the situation, or what they may say? Do you give yourself 'creative licence' to really step out of your comfort zone so your critical reflections provide valuable information and aren't just an exercise you have to complete?

4. Element 3.1.2 Upkeep

MTOP say educators promote Outcome 1.1 (positive identity) and 3.1 (social and emotional wellbeing) by maintaining high expectations of each child's capabilities. Are you maintaining these high expectations in relation to cleaning and maintenance routines? If yes, provide an example. If no, what might you start to involve children in?

3. Element 3.1.1 Fit for Purpose

'Fit for purpose' spaces are safe, flexible, diverse, accessible, promote a sense of belonging and provide the best possible opportunities to promote learning outcomes? Pick one of your spaces and jot down how it meets the 'fit for purpose' test. Now look at how it could be improved? You may use the images [here](#) for inspiration.

5. Element 1.3.3 Information for Families

How could the following feedback to Jayden's family about his learning be improved? "Jayden is progressing towards MTOP LOs very well. In particular he's made a lot of progress in relation to Outcome 3.1. You'll have seen his progress in our many FB posts. If you have any questions, please let us know."



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 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	

Outdoor Safety

	ED1	ED2	ED3	ED4	ED5
Equipment and Facilities					
Do you make sure can children and adults can move freely around the outdoor environment, and there's clear access to play areas and toilets?					
Do you ensure children can always access equipment and resources safely?					
Do you make sure the climbing equipment, swings and large furniture is stable and/or weighed down?					
Do you make sure all steps are stable and non-slippery?					
Do you make sure paths are in good repair and not a trip hazard?					
Are outside areas always checked for hazards and dangerous objects every morning?					
Do you always make sure outdoor storage areas containing hazardous substances are securely locked and inaccessible to children?					
Do you make sure soft fall zones around equipment are free of objects?					
Practices					
Do you make sure children ride bikes in one direction only?					
Do you make sure children wear helmets when riding bikes?					
Do you make sure children take turns to use equipment like wobbly bridges and trampolines?					
Do you make sure any sandpit is covered when not in use?					
Do you ensure children play in shaded areas when UV levels are high?					
Do you ensure all equipment and fittings (including lights) are maintained in a safe and clean condition at all times?					

Actions required after completing the checklist?

Week 20b 12 to 16 July 2021 – Catch-up week

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