

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?

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.

4. Element 3.1.2 Upkeep

EYLF 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?

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 EYLF 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."

Work Health and Safety Policy

- The Approved Provider (AP) and Nominated Supervisor (NS) have a duty of care to ensure the health and safety of all everyone who enters the service. They will identify and eliminate or reduce all hazards and provide relevant training.
- Educators, staff and volunteers have a responsibility to take care of their own health and safety and ensure their conduct does not adversely affect the health and safety of others.
- The AP or NS will consult with educators, staff and volunteers about health and safety issues
- Educators, staff and volunteers are entitled to elect a health and safety representative
- The AP or NS must notify the Work Health and Safety Regulator as soon as they're aware of a death or serious injury or illness at the service.

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 2.1.1 Wellbeing and comfort and Element 2.2.1 Supervision. 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	

Sleep Safety

	ED1	ED2	ED3	ED4	ED5
All children					
Can you always see and hear sleeping or resting children?					
Do you always ensure babies and children sleep with their face uncovered?					
Do you complete regular checks on all sleeping or resting children, paying particular attention to breathing patterns and skin colour?					
Do you complete more frequent checks on sleeping or resting children that have medical conditions or sleeping issues?					
Do you monitor the temperature of the rest environment to ensure it is too hot or cold?					
Do you ensure there is adequate space between sleeping or resting children?					
Babies and Toddlers					
Do you always place babies and toddlers on their back to sleep?					
Do you always place babies' and toddler's feet close to the bottom of the cot?					
Do you always ensure there are no quilts, doonas, duvets, pillows or cot bumpers in cots?					
Do you always ensure the bed clothing is appropriate for the weather?					
Do you ensure cot mattresses are firm, clean and fit snugly?					
Do you always attend babies and never leave them unattended?					
Do you physically check babies every 10 minutes (best practice)?					
Are the babies' arms free from wraps once startle reflex disappears (around 3 months old)?					
Do you stop wrapping babies if they can roll from back to front to back again?					
Do you ensure no bottles are given to children when they lay to rest (for safety and hygiene reasons)?					
Do you ensure that no electric blankets, hot water bottles or wheat bags are used?					
Do you ensure bibs are removed from babies and toddlers before being placing them in cots/beds?					
Do you ensure that dummies provided have no chain attachments?					
Do you ensure that dummies are not replaced if they fall out while child is sleeping?					
Do you ensure no baby is left to sleep in a bassinet, hammock, pram or stroller?					
Do you move toddlers from cot to bed if they're likely to climb out of cot (around 2-3½ years old)?					
Do you reposition babies onto their back when they roll onto their front or side if they're unable to repeatedly roll from back to front to back (around 5-6 months)?					
Do you only use light bedding and ensure it's tucked in tightly?					

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If you use sleeping bags instead of linen, do you ensure it's fitted with neck and arm holes but no hood?					
Mattresses are not tilted or elevated					
Plastic packaging is removed from new mattresses					
Waterproof mattress protectors are strong, not torn and fit tight					
Only mattresses supplied with portable cots are used in those cots and no additional padding or mattress is added under or over the mattress					

Actions required after completing the checklist?

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