

Room Leader and Educators

Catch Up Week 30a

MONDAY TO FRIDAY
27 September to
1 October 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 21-25. 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 21 Element 5.1.2 Dignity and Rights of the Child

The core of this Standard's exceeding themes is "All educators ensure children's rights and dignity are always met by working with families, each other and the educational leader to reflect upon their interactions with children. All Educators consider issues of social justice, respect and equality when creating their curriculum and ensuring it has meaning to their local community."

We discussed the UN Convention on the Rights of the Child, how it involves protecting children and focusing on the child's role in the program. We also looked at several Articles:

- Article 19 - children have the right to be protected from being hurt and mistreated, physically or mentally
- Article 18 - 'Both parents share responsibility for bringing up their children and should always consider what is best for each child. Governments should help parents by providing services to support them...'. Government support includes ECEC Services.
- Article 13 - "Children have the right to get and to share information, as long as the information is not damaging to them or to others."

Week 22 Element 5.2.1 Collaborative Learning

The core of this element's exceeding theme is "all educators, confidently and effectively create supportive environments, for example appropriately sized groups, that enable children to collaborate, learn from and help each other. All educators reflect critically on how these environments challenge stereotypes and biases, enable each child to feel a sense of belonging, and participate in an inclusive way."

We looked at several examples to help us understand the Element requires educators to:

- model cooperative behaviour and nurture respectful and reciprocal relationships
- provide time and space for children to collaborate and encourage their active involvement

Week 23 Element 5.2.2 Self-regulation

The core of this element's exceeding theme is "all educators engage in robust discussion about effective behaviour

guidance strategies, and demonstrate a consistent approach that helps each child regulate their own behaviour, respond appropriately to others and communicate effectively to resolve conflict, taking into account each family's particular context and feedback."

We discussed how educators must:

- teach children how to behave and what is expected, practice it every day and celebrate the small successes
- take a step by step approach to help children communicate their needs
- understand why sensory regulation issues can lead to meltdowns and how to help a child.

Week 24 Element 6.2.2 Access and Participation

The core of this element's exceeding theme is "all educators participate in robust debate to ensure all children are supported and included no matter their ability, background or health requirements. The service assists families to make connections with community services and agencies and all educators continually critically reflect to ensure they are creating a culture of inclusion and identifying new ways to support all children and families."

We discussed:

- the 'Spheres of Caring' and how the way educators feel about their sense of belonging at the Service can impact children's participation
- that educators must know and understand each child's strengths, needs and circumstances eg family situation, home language, culture
- how educators must work with families to support children's access and participation, and we looked at examples involving new migrant families, and health related connections made with the help of the local council.

Week 25 Element 2.1.1 Wellbeing and Comfort

The core of this element's exceeding theme is "All educators consistently meet each child's needs for sleep, rest and relaxation individually and in groups, taking into consideration information from children, families and the community. All educators can explain how children's changing activity needs are considered in the program design and the guidelines that underpin their practice."

We discussed:

- the impact of noisy environments on children's needs and sleep/rest requirements
- information for families about supportive sleep/rest environments and practices

Week 30a 27 September to 1 October 2021 – Catch-up week

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1. Element 5.1.2 Dignity and Rights of the Child

The Oxford Dictionary describes 'dignity' as honouring and respecting others. In what ways do you promote children's dignity in your everyday practice? Can you think of situations where you could improve?

2. Element 5.2.1 Collaborative Learning

Collaborative learning may not always be obvious. Sometimes children learn from each other in subtle ways and educators may miss the learning unless they're 'attuned' to looking for it. Do you think you may miss some collaborative learning? How could you become more attuned to this?

3. Element 5.2.2 Self-regulation

How proactive are you in helping children self-regulate their behaviour? What positive steps do you take to manage inappropriate behaviour, or even prevent it before it occurs?

4. 6.2.2 Access and Participation

Access and participation is not just about removing physical barriers. How 'attuned' are you to other barriers which may hinder a child's participation eg barriers related to language/ culture/ finances/ home environment/ Autism Spectrum Disorder/ emotional immaturity/need for visual displays etc?

5. Element 2.1.1 Wellbeing and Comfort

Maslow's 'Hierarchy of Needs' suggests 'Basic' human needs must be met before others can be fulfilled eg sense of belonging or learning. Do you think Maslow's Hierarchy is relevant when reflecting on you practices in relation to Element 2.1.1? Why or why not?

Policy Review

Social Media Policy

Educators, staff and volunteers will not:

- access their personal social media accounts while educating and caring for children
- use their personal social media accounts to
 - send or accept 'friend requests' from parents or family members that have children at the Service
 - post any photos taken at the service or other information about the service
 - post any material that is offensive, threatening or unlawful
 - post any material that could damage their professional standing
 - post any material that could damage the employment relationship or the employer's/Service's reputation
 - express views on behalf of the employer
 - use the service logo or email without permission
 - disclose confidential, private or sensitive information
 - publicise workplace disputes
- use their personal camera or phones to take photos or video at the service

The Approved Provider/Nominated Supervisor will use our Grievance Guidelines to investigate:

- the posting of offensive, threatening, damaging or unlawful information on a personal social media account
- the defaming, bullying or harassment of a staff member on social media by a service family

FOR SERVICES WITH A SOCIAL MEDIA ACCOUNT

The Approved Provider or Nominated Supervisor will:

- get authorisation from parents before posting any photos of their child
- get families' consent about the information that will be posted on-line
- ensure personal information is not posted on-line
- implement appropriate measures to ensure the privacy and security of the account.

| Educator's Name | Educator's Signature | Educator's Name | Educator's Signature |
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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, 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 | |

Indoor and Outdoor Storage Educators

| | ED1 | ED2 | ED3 | ED4 | ED5 |
|---|-----|-----|-----|-----|-----|
| Access | | | | | |
| Do you make sure storage areas secure and inaccessible to children? | | | | | |
| Do the lock storage areas if they're fitted with locks? | | | | | |
| Are all storage areas clean? | | | | | |
| Storage | | | | | |
| Do you make sure there are no objects stored in front of the shelving? | | | | | |
| Do you store heavy items on lower shelves? | | | | | |
| Do you store light objects on the top shelf? | | | | | |
| Do you make sure to correctly label storage containers? | | | | | |
| Do you store most of stored between shoulder and knee height? | | | | | |
| Do you take action to ensure nothing can fall or roll off a shelf (eg wheeled items)? | | | | | |
| Do you stack paper and cardboard so it doesn't slip off a shelf? | | | | | |
| Do you store all food outside the storage area ie play dough material? | | | | | |
| Do you store hazardous chemicals in a secure, independent location? | | | | | |
| Practices | | | | | |
| Do you use a step ladder to access higher shelving? | | | | | |
| Do you bend your legs to pick up objects (particularly heavy objects)? | | | | | |
| Do you close drawers and cupboards immediately after use? | | | | | |

Actions required after completing the checklist?