



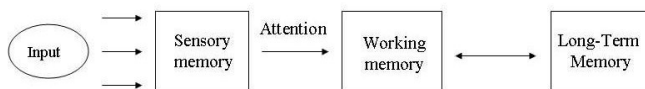
Educational Leader

Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect

Looking at the element in detail - A service reviewed what the NQF Guide said about element 2.2.2 and understood educators must practise and implement plans which effectively:

- protect children, staff and visitors during any incident or emergency
- maintain a safe environment and meet OHS/WHS laws.

This week we're looking at Information Processing Theory, which is concerned with how people view their environment, how they put that information into memory, and how they retrieve that information. There are three components of the Information Processing Theory: sensory memory, short-term (working) memory, and long-term memory.



Information received can take several paths depending on attention, encoding, recognition, and storage.

Educators need to be able to retrieve and use information from their Long Term Memory to effectively do their job. For example, they need to be able to say:

- **"I know that** we need to rehearse emergency procedures every 3 months"
- **"I know how** to help children feel safe during emergency rehearsals and extend their learning about emergencies"
- **"I remember when** we rehearsed our emergency snake procedure and some children thought they might get bitten by a snake."

To move information from short-term memory into long term memory it must be linked to prior knowledge

and 'encoded.' Encoding methods include using imagery and elaboration (of what the person already knows.) Elaboration is an active process. The learner must be actively engaged with the learning material.

Teachers (and Educational Leaders) should consider the way they design and present information so learners (educators) aren't overloaded and have the best chance of effectively processing the information into long term memory.

Here are some strategies to use with educators:

- Gain educators' attention before providing information, move around the room, fluctuate the tone of your voice etc
- Ask educators to recall relevant prior learning
- Point out important information eg NQS, Regs, Philosophy, Code of Conduct, EYLF/MTOP
- Organise information eg start with simple information and then move to more complex information
- Categorise related information. Teach educators to look for similarities and differences eg between EYLF/MTOP, NQS, Regs
- Get educators to connect new information with what they already know
- Use images and other techniques to help 'encode' information ie don't just rely on words
- Present information in many different ways and let educators manipulate the information in various ways
- Revisit the learning often.

Source: Zhou, Molly and Brown, David, "Educational Learning Theories: 2nd Edition" (2015).

Which of these points could you use to support educators? How will you go about this?

Week 33, 25-29 October 2021- 2.2.2 Incident and Emergency Management

Emergency Management and Evacuation Policy

Services must:

- conduct a risk assessment to identify all potential emergencies that could affect the service and use this to prepare emergency and evacuation procedures
- prepare an Emergency Management Plan that covers all potential risks, emergency response procedures, contact details for emergency services and service personnel, drills and training schedules
- have access to reliable communication equipment during emergencies (eg charged mobile phone) and prepare emergency communication plan to share relevant information with families
- have a prepared emergency evacuation kit stocked with all necessary items
- display evacuation diagrams and emergency telephone numbers
- rehearse all emergency evacuation procedures at least every three months, on different days/times each quarter.

Lockdown Policy

Examples of critical incidents requiring lockdown may include a siege of service property, aggressive trespasses or a disaster in the local community. Policy contains lockdown procedures including:

- ringing 000 immediately if emergency services required
- notifying lockdown eg via alarm
- immediately moving people outside inside into their rooms, preferably under desks or out of sight, until all clear signal is given
- checking sign-in sheet to ensure everyone is present.

Bushfire Policy

Contains service procedures to prevent/minimise impact of bushfires and actions required during total fire bans, when there is a local fire, when a bushfire is threatening the premises, and after a bushfire. Some key aspects of the policy include:

- educators monitoring fire danger ratings daily during peak fire season
- trimming trees within 2 metres of building and keeping gutters clean
- maintaining a bushfire/emergency evacuation kit
- ensuring outdoor taps are working, have hoses attached and buckets nearby during very high, severe or extreme fire danger ratings
- ensuring family contacts are current and accessible
- ensuring children have their asthma medication.

Do you have any feedback or comments about this policy? Please include below.

Educator's Name	Educator's Signature