

Educators

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.

Identifying potential emergencies

There are several types of emergency responses:

- Evacuation – move quickly away from danger to safe place
- Lockdown – prevent outside threat coming inside eg aggressive intruder
- Lockout – protect from threat inside eg snake
- Shelter-in-place – similar to lockdown but can occur outside eg due to severe weather

We tend to focus on emergencies like fire and flood which often involve evacuation, but there are a range of potential emergencies we may need to confidently respond to. For example:

- An angry parent or community member arrives unexpectedly and they have a knife (lockdown)
- There's an anonymous phone call saying there's a bomb on the premises (lockout)
- A car hurtles through the playground fence
- Someone sees a snake slithering behind a wall (lockdown)
- There's an earthquake like the one Melbourne recently experienced (evacuation)

- Toxic gas is released into the atmosphere (lockdown)

Think about what could happen inside and outside the Service and in the community. Another way to approach this is to group hazards into those that could come from people, those coming from assets like structures, transport and utilities, and those from the environment eg bushfires, falling trees etc.

Are you sure all potential emergencies have been planned for and rehearsed? If not, who are you going to speak to and what will you say?



Emergency Procedures

Every Service must have procedures to address potential emergencies. They'll usually be one of evacuation, lockdown, lockout and shelter-in-place, but they may be tailored to the specific emergency identified.

Procedures need to address things like who's responsible for:

- contacting emergency services
- collecting visitor register and attendance sheets
- taking the emergency evacuation and first aid kits
- helping non-ambulatory children and adults
- ensuring all children and adults are accounted for
- communicating with families
- supervising children eg after service closes if needed
- supporting children and adults with injuries or medical conditions

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

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- completing incident reports and notifications to Regulatory Authorities.

Do you know which emergency procedure applies in the event of a particular emergency ie evacuation, lockdown lockout, shelter-in-place? Are you clear about your role and responsibilities when implementing the procedure. If not, what actions will you take?

Emergency Rehearsals

There are several reasons why emergency rehearsals for identified emergencies are required at least once every three months:

- educators and staff can assess the situation and make a decision about which procedure to apply
- educators and staff know what to do and implement the procedure correctly
- children know what to do and respond
- written procedures are clear and complete
- communication plans are effective.

There might be situations where it's a good idea to first rehearse with staff only first so educators and staff can concentrate on understanding their role and responsibilities in an emergency. This may be useful, for example, if there's been a high turnover of staff. It also provides an opportunity to test all of the equipment that may be used in an emergency eg does the evacuation cot fit through the emergency exit? Once you include children in rehearsals you may find that something that worked fine with adults may need amending to be effective with children. Lastly you can add families to your rehearsals and see if any new issues come up.

Remember that your emergency procedures should work effectively at all times of the day, including busy periods like drop off and pick up time.

NB Rehearsals that don't include everyone present ie all staff, children and visitors don't count as a rehearsals for Reg purposes.

Do evaluations of emergency rehearsals at the Service indicate any ongoing issues? Might staff benefit from staff only rehearsals? What actions will you take?

Emergency Rehearsal Evaluations

After each rehearsal it's important that all staff who participated are given the opportunity to evaluate what happened. What went well? What might be done differently? What actions need to occur and who will be responsible?

Are effective emergency rehearsal evaluations completed by staff at your Service? If not what action will you take?

We have attached an Emergency Rehearsal Template.

Emergencies – Rehearsal Evaluation

Emergency Scenario: _____

Emergency Procedure Implemented: _____

Rehearsal Date: _____

Evaluation Participants (insert individual names or type of group/team/leader)

What went well?

What could be improved/might be done differently?

What actions will we take?

Action	Action responsible	By when done

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The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives.” Pick one of the following reflection points to complete the table below:

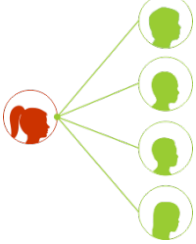
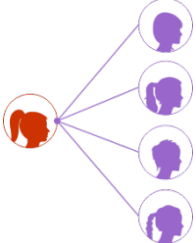
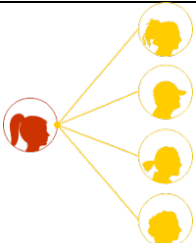
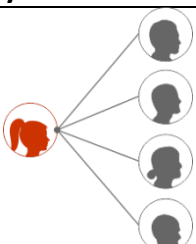
- Could you improve your communication with families about Service emergency rehearsals ie when they’re planned to occur and what’s involved (included in QIP improvement plan)?
- Could you (further) extend learning about emergencies and emergency responses with the children?
- Could your emergency procedures be improved with input from recognised authorities?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
<p>a child</p>	I’m telling Mum we all had to go inside today because there was a snake in the playground.	After speaking with Matty’s mum, Miss Maddi discussed with educators the need to talk to families about emergency rehearsals ie when they’re scheduled and what’s practised. She also spoke with the NS about this, and the NS said she would ensure families were advised about emergency rehearsals before they occurred in future.
<p>an educator</p>	I hate the idea of snakes. Don’t want to even think about them, and I’m not sure what would happen if there really was one at the Centre.	
<p>your families</p>	Matty said there was a snake in the playground today. You would think the Centre would tell us about that! Was it venomous? Did they catch it? Wonder who they called? I’m going to raise this with Miss Maddi (Room/Group Leader) in the morning.	
<p>theorist and current research</p>	NQS 6.1.1 Assessors may observe the service implementing a range of strategies to share information and engage families in decision-making processes.	



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Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>		
 <p>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		



Complete your QIP

The information you write below can go directly into your QIP or Self-Assessment Tool (SAT) (NSW ONLY)

Instructions

For a MEETING QIP and Self-Assessment Tool (SAT)	For Exceeding the QIP and Self-Assessment Tool (SAT)
<i>Please give an overview of what happens when you rehearse your emergency procedures with the children (Include evaluations, feedback from children, staff roles and responsibilities).</i>	<i>Please give an example of feedback you or your team have provided on the effectiveness of your emergency procedures (eg following evaluations of emergency rehearsals.)</i>
<i>Please explain how you provide information about emergency procedures and rehearsals to your families.</i>	<i>Please discuss how all educators can contribute meaningfully to reflections on emergency management and how those reflections are informed by past incidents where relevant.</i>
<i>Please give an example of planning and implementing learning about emergencies and emergency responses.</i>	<i>Please discuss how the service approach to emergency management is informed by meaningful and ongoing partnerships with the broader community, for example local emergency services (included in QIP strength).</i>
If you cannot answer these questions above the you are not meeting. This means you need to create an improvement plan and make changes to your practice	If you cannot answer these questions above the you are not exceeding. This means you need to create an improvement plan and make changes to your practice

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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.' If you embed all the things in the checklist, then you are meeting the Element 2.2.2. 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	

	ED1	ED2	ED3	ED4	ED5
Safety					
Do you make sure exit doors are always clear of obstructions/ objects?					
Do you make sure exit doors are unlocked when service is open?					
Can you confidently use all emergency equipment eg fire extinguishers?					
Teaching Practices					
Could you discuss how you make sure children understand how to identify an emergency, and what to do, in a way that builds familiarity but not undue concern?					
Do you include learning about emergencies, including emergency rehearsals, in the curriculum to promote learning outcomes?					
Rehearsals					
Do you participate in rehearsals for all potential emergencies following documented procedures at least once every three months?					
During the rehearsal do you:					
• search all areas of the service including areas children/adults may not often/ever be in?					
• evacuate all babies even if it's sleep/rest time?					
• check attendance records for all children, staff and visitors at the assembly area?					
• know who's responsible for taking the emergency kit?					
Do you contribute to evaluations of emergency rehearsals?					
Documentation					
Do you complete Incident, Injury, Trauma and Illness Records for children that have suffered an injury or trauma during an emergency?					
Communication					
Do you let families know about upcoming emergency rehearsals and discuss emergency procedures with them?					

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