

Room Leader and Educators

Catch Up Week 30b

MONDAY TO FRIDAY
4 to 8 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 26-30. 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 26 Element 2.2.1 Supervision

The core of this Standard's exceeding themes is "All educators reflect upon their practice and families' concerns to ensure children's safety is always met. They do this by being consistently attuned to children and applying risk assessment. Educators can confidently explain and adjust the environment, program, practice, policies and procedures when required.."

We looked at several examples of educators **NOT** supervising children at all times ie Educator:

- physically there and counted in ratio but sitting doing nothing
- walking around looking busy, but not identifying potentially dangerous situations
- working with 1 or 2 children with their back to the rest of the space not seeing what's going on behind them
- grouped together talking about things unrelated to children and not watching the children
- smuggling their phone in so they can use it in a location the CCTV can't see."

Week 27 Element 2.1.2 Health practices and procedures

The core of this element's exceeding theme is "all educators, consistently implement effective hygiene practices, and manage and support children's health and medical needs in line with recognised best practice which they can discuss. All educators reflect on health and illness-related incidents, and help to implement identified changes. All educators build partnerships with families and community members/organisations to enhance children's health outcomes."

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

- effective ways to manage children's illnesses and injuries
- infection control and hygiene procedures
- risk management approaches
- safe food practices (preparation, transport, storage)

Week 28 Element 2.2.3 Child protection

The core of this element's exceeding theme is "all educators act on and can discuss their responsibilities under current child protection laws, regularly reflect on practices to support children's safety and make identified changes, and actively raise awareness of child protection issues with families and community members in a culturally sensitive manner."

We looked at the various indicators of abuse and neglect and discussed how educators must be aware of:

- their legal responsibilities, roles and responsibilities to identify and respond to every child at risk of abuse or neglect
- the current child protection policy and procedures.

Week 29 Element 7.2.3 Development of professionals

The core of this element's exceeding theme is "all educators learn new professional skills and gain new knowledge by evaluating and critically reflecting on their practice, work with the educational leader to tailor professional development and enhance the process by building community partnerships and learning communities."

We discussed how to prepare for a performance review:

1. review your position description to see what skills are embedded, what you know and what you need to be taught
2. review your Service Philosophy to understand what this looks like in practice
3. review your previous performance review to understand the progress you've made
4. consider what you've contributed
5. identify opportunities to improve.

Week 30 Element 3.2.3 Environmentally responsible

The core of this element's exceeding theme is "All educators reflect upon the best ways to use the local community and families to identify ways to teach children about caring for the environment. This in turn sees children gain an interest in the environment and take their learning to implement with their peers, families and community."

We discussed the theory of biophilia – the innate connection people have to the natural world and the benefits we gain from it. We looked at how we might use nature to help children learn about the environment (eg native beehives), and natural images to promote learning about environmental awareness.

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1. Element 2.2.1 Supervision

What do you do if you see another educator not properly supervising children eg on their phone or talking about their weekend with another person while working with the children? Do you care more about a friendship or the children's safety?

2. Element 2.1.2 Health practices and procedures

You see another educator use the same cloth to clean bathroom sinks and wipe down tables? What do you say to them, and how do you ensure this practice is not repeated?

3. Element 2.2.3 Child protection

A child says mummy's new boyfriend likes to make her feel special and plays with her in a special way when mummy's not there? What do you do? Could you benefit from refresher training?

4. 7.2.3 Development of professionals

Professional development should be tailored to each educators' individual needs, strengths and interests? How do you assist this process, and make sure the training you undertake helps build your professional knowledge and achieve your goals?

5. Element 3.2.3 Environmentally responsible

Do you have fears or biases that may affect your approach to teaching children about the environment? No? Do you kill spiders if they're inside or relocate them? What do you think should happen to snakes who venture into suburbia? Do you only buy the perfect looking fruit? Now think about your answer to the first question again. How are you influencing the children?

Transport Policy

Children will not be transported unless parents authorise this. The Policy outlines what the Authorisation must include.

The Nominated Supervisor or educators will complete a risk assessment before children are transported unless it is 'regular transportation' (circumstances are substantially the same) and a risk assessment has been completed within the last 12 months. Policy outlines what the risk assessment must include.

The Nominated Supervisor will:

- nominate the driver (service operated vehicles), lead educator and person responsible for checking vehicle at end of trip
- update risk assessments and obtain new authorisations if circumstances change
- ensure drivers meet the fitness and licensing requirements outlined in Policy
- ensure child restraints/booster seats in vehicles meet Australian standards
- follow recognised service schedules and organise an annual mechanical inspection, or sight evidence vehicle has had mechanical inspection within the last 12 months

The Nominated Supervisor and staff will:

- ensure and all children are appropriately restrained as required by Australian laws and outlined in Policy
- complete a risk assessment and implement measures to remove or control the risks posed by any car park on the premises.

To ensure children's safety educators will:

- implement the **Transport Procedure** or **Transport Procedure Excursions** when transporting children to and from destinations
- closely supervise children when outside the service near roads
- regularly integrate learning about road safety into the curriculum.

Educator's Name	Educator's Signature	Educator's Name	Educator's Signature



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	

Medication Educators

	ED1	ED2	ED3	ED4	ED5
Records					
Do you complete an Authorised Medication Record for each child who requires medication?					
Practices					
Before giving medication do you check all medication					
• is authorised in writing?					
• is in the original container?					
• has an original label?					
• has instructions you can read easily and follow these instructions?					
• has the child's name on the label?					
• is within its use-by date?					
• is the correct dose?					
Does someone else check the child's identity and dose of medication before you give the medication?					
Is there a process to make sure you don't forget to give a child medication eg do you set a timer?					
If children self-administer their medication is this:					
• authorised in writing?					
• include in the child's medical plans if relevant?					
Do you follow a documented process where children self-administer their medication?					
Storage					
Is all medication stored according to the medicine's instructions?					
Is all medication stored in a locked labelled container in a cabinet or fridge?					
Do you always know where children's medication is stored?					
Do you always know where the emergency asthma and anaphylaxis kit is stored (eg Ventolin and Epi-pen)?					
Is all medication given directly to an educator when a child arrives?					
Do you regularly check children's bags to ensure medication is not left in there?					
Does a specific educator hold a child's medication and medical management plan during an excursion?					
Knowledge					

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Do you know you can administer medication in an anaphylaxis or asthma emergency without authorisation?					
Do you know you can administer medication in other emergencies if you get verbal authorisation from parents, a doctor or emergency service?					

Actions required after completing the checklist?

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