

# Room Leader and Educators

## Catch Up Week 10a

MONDAY TO FRIDAY  
11 to 15 April 2022

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 1-5. 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 1 Element 7.2.1 Continuous improvement**

*The core of this Standard's exceeding themes is "all managers consistently promote a professional learning community, systematically reflect on performance against set goals, the NQS, learning framework etc, & provide regular opportunities for all employees, families & community members to provide feedback about quality improvement, including the development & review of the Quality Improvement Plan."*

We discussed how this element covers all the NQS elements NQS and if you use the element indicators, you should be able to solve many problems you experience in practice.

### **Week 2 Element 7.1.1 Service philosophy and purpose**

*The core of this element's exceeding theme is "the service philosophy reflects the guiding principles of the National Law. All educators & managers can discuss and demonstrate how their daily practice is underpinned by the service philosophy, how they reflect critically on the philosophy making changes as required, & how they support families & the community to engage with the philosophy and provide feedback."*

We discussed that the Philosophy has three purposes:

1. underpins the decisions, policies, and daily practices of the service
2. reflects a shared understanding of the role of the service among staff, children, families, and the community
3. guides educators' pedagogy, planning and practice when delivering the educational program.

### **Week 3 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 & their child's participation, learning and development, & regularly reflect, individually & with each other, on whether families can understand & 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 4 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 how educators must:

- look closely at events, experiences, guiding principles, and their practices from different viewpoints
- use what they discover to identify practice that can continue and practice that needs changing to improve children's participation, learning and development
- identify how they may improve the program.

### **Week 5 Element 1.3.1 Assessment and planning cycle**

*The core of this element's exceeding theme 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 discussed how the Planning Cycle includes:

- **Observing/Collecting information** - what are children doing, how are they interacting etc?
- **Analysing the information** - what do children know, what can they do, what do they understand *in relation to the learning outcomes*
- **Planning learning** - strategies to support individual and group achievement of learning outcomes based on observations, analysis, family input and community
- **Implementing plans**
- **Documenting learning** – makes learning and planning cycle visible, promotes shared learning
- **Reflecting and evaluating** – can occur at every stage to improve learning outcomes.

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## 1. Element 7.2.1 Continuous improvement

The NQF Guide says an effective cycle of continuous improvement includes reviewing:

- how well the service meets or exceeds the NQS
- how the service and its practices are delivered in accordance with the EYLF
- children's outcomes against the learning outcomes in the EYLF.

Where do your practices sit, especially for QA 1 educational program and practice? Are they meeting or exceeding the NQS? How do you know? How often do you reflect on this?

## 2. Element 7.1.1 Service philosophy and purpose

How does the Philosophy guide your daily practice? If you don't know, is there something missing from the Philosophy, or are you unaware of what it says or how to use it?

## 4. Element 1.3.2 Critical reflection

Looking back on your reflections over the last couple of weeks, were they true 'reflections' eg did you consider:

- multiple views and information sources
- the impact of your own values
- any social justice issues or power imbalances
- whether existing ways of doing things should be changed?

## 3. Element 1.3.3 Information for families

How do you make information 'accessible, meaningful and useful' for families? Is this working? Could it be changed or improved?

## 5. Element 1.3.1 Assessment and planning cycle

How well are your assessment and planning processes working? What could be improved? How will you do this?

## Death of a Child Policy

- Contains procedure to follow if a child dies at the service or dies following an incident at the service. Educators will apply first aid as appropriate and immediately call an ambulance
- The Nominated Supervisor will:
  - call parents/guardians and arrange to meet at hospital
  - notify Police
  - notify Regulatory Authority of serious incident within 24 hours of the death, or becoming aware of death
  - notify WHS/OHS Regulatory Authority as soon as possible.

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

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 2.1.2 Health practices and procedures, 2.2.1 Supervision and Element 3.1.2 Upkeep. 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	

## Bathroom Safety and Hygiene Educators

Facilities and Supervision	ED1	ED2	ED3	ED4	ED5
Are nappy change tables stable?					
Are nappy bins located where children can't access them?					
Are nappy bins located where adults can't accidentally knock them over?					
Are change mats washable and in good condition eg no broken vinyl?					
Are childproof latches used on all drawers and cupboards?					
Have any loose or broken tile ben removed?					
Is liquid hand wash provided at every basin?					
Are paper/cloth towels provided? Cloth towels must only be used by one child/person.					
Is there a "spill kit" nearby to clean spills of urine, poo, blood, and vomit (with gloves, paper towel, disposable cloths or sponge, detergent, bleach, scraper and pan)?					
Is there anything on the floor that may cause falls or slips?					
Are items stored so they can't cross contaminate other items?					
Are children supervised AT ALL TIMES in the bathroom?					
<b>Display</b>					
Are toileting and nappy change procedures displayed?					
Are hand washing procedures displayed?					
Are handwashing procedures with pictures displayed for children to follow?					
Is the cleaning schedule displayed					
Is the cleaning schedule signed off by the person who cleans the bathroom?					
<b>Cleaning Procedures</b>					
Is soiled clothing/nappies always firmly sealed in containers & inaccessible to children?					
Is the bathroom cleaned at least once a day?					
Is the bathroom cleaned as soon as it looks/smells dirty or there are spills?					
Is the toilet thoroughly cleaned eg around the base, under the lid?					
Is the bathroom cleaned with detergent and water?					
Is the bathroom disinfected if there are spills of blood, urine, poo or vomit known/suspected to be infectious?					
Are sponges/cloths easily identified by colour eg orange for the bathroom?					
Are gloves worn to clean the bathroom?					
Are these gloves only used to clean the bathroom?					

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Are the gloves hung out to dry after use?					
Are cleaning products inaccessible to children?					
Are plastic bags inaccessible to children?					
Are mops and buckets inaccessible to children?					
Are drawers and cupboards closed immediately after use?					
Do all staff clean and dry equipment after cleaning?					
Do all staff wash their hands as soon as they finish cleaning?					

**Actions required after completing the checklist?**

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