

# Room Leader and Educators

## Catch Up Week 10b

MONDAY TO FRIDAY  
18 to 22 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 6-10. 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 6 Element 1.1.3 Program Learning Opportunities**

*The core of this Standard's exceeding themes is "all educators work collaboratively with the educational leader, and regularly engage with families and the community, to consistently make curriculum decisions, including the organisation of daily routines, which maximise learning and development outcomes for every child. All educators regularly reflect on changes to the program which would enhance learning outcomes, including through the organisation of daily routines."*

We discussed how educators must be able to:

- identify and act on opportunities to extend children's learning during planned and spontaneous experiences
- use transitions and routines as learning opportunities – they're just as important as activities and experiences.

### **Week 7 Element 1.1.2 Child-centred**

*The core of this element's exceeding theme is "All educators work collaboratively with the educational leader, and regularly engage with families and the community, to consistently develop and implement a purposeful and responsive educational program that reflects and builds on the knowledge, strengths, ideas, culture, abilities and interests of each child. All educators regularly reflect on how these characteristics have evolved for each child, and use this understanding to develop the educational program."*

We discussed how educators must implement a program which reflects each child's:

- understanding and knowledge
- strengths
- ideas for the program
- culture
- abilities
- interests.

### **Week 8 Element 5.1.2 Dignity and rights of the child**

*The core of this element's exceeding theme is "All educators ensure children's rights and dignity are always met by working with families, each other and the educational leader*

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*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 how promoting each child's dignity and rights is about:

- respecting and promoting each child's identity and abilities regardless of their culture, gender, religion, views, family demographics etc
- encouraging each child to voice their opinions, and ideas, and acting on them in a meaningful way
- protecting each child by providing safe, positive and stress free physical and social environments.

### **Week 9 Element 7.1.3 Roles and responsibilities**

*The core of this element's exceeding theme is "All educators, including relief staff, can discuss their roles and responsibilities. All managers promote a positive organisational culture that provides opportunities for all employees to freely discuss effective service operations, collaborate with employees during change processes, and ensure families understand service roles and responsibilities."*

We discussed how educators must clearly understand:

- their roles, responsibilities and expectations for their performance
- the staffing structure.

### **Week 10 Element 6.1.1 Engagement with the service**

*The core of this element's exceeding theme is "All educators consistently support families to make meaningful contributions to service decisions, and engage in robust discussion about the best way of engaging with each family, including their communication preferences, given their unique family context."*

We discussed how families must be supported from the time they enrol their child to participate in and contribute to decisions about:

- their child's orientation, settling-in, and learning outcomes and goals
- service operations, including policies, procedures, philosophy, self-assessment and planning processes.

**1. Element 1.1.3 Program Learning Opportunities**

Looking back on your activities over the last couple of weeks, how have you used routines and transitions to teach children new things or reinforce learning? If you're often saying/doing the same thing, could you use a different approach to engage children?

**2. Element 1.1.2 Child-centred**

Educators must implement a program that reflects 6 things (see element 1.1.2 page 1). Which of these do you implement the least often? How will you change this?

**3. Element 5.1.2 Dignity and rights of the child**

Does your service Philosophy help guide your practice in relation to this element? If yes, what does it say that is relevant? If no, could you discuss with managers at next Philosophy review?

**4. Element 7.1.3 Roles and responsibilities**

Do you always know who to approach if you have a work-related problem or concern? If yes, how do you know this? If no, why is this confusing and what could you suggest (eg to leaders/at a staff meeting) to improve this situation?

**5. Element 6.1.1 Engagement with the service**

What's your number one tip for successfully getting families involved in their child's learning or service operations? How does this compare to other educators' tips? Could you try something new?

## Emergency Service Contact Policy

- ring 000 to request police, fire or ambulance in an emergency (translators are available)
- stay calm, stay on the line, provide address or location and be as specific as possible
- follow instructions provided
- display the emergency number near telephones
- teach children and visitors the emergency number is 000 and how to use it.

## Lock Up Policy

At the end of each day the Nominated Supervisor or Person in Charge (Responsible Person) will:

- check all resting areas to ensure no children are present
- check indoors and outdoors to ensure no child is still on the premises
- check all children have been signed out
- turn off lights, A/C, shut blinds, turn on alarm and lock premises.

If a child has not been signed out, the Responsible Person will:

- check with educators if child was collected, and if not
- immediately search the premises, and if child not located
- contact parents, and if child not with them
- immediately contact the Police to advise a child is missing then
- notify the Regulatory Authority of Serious Incident (within 24 hours).

Do you have any feedback or comments about these policies? Please include below.

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 2.2.1 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	

## Classroom Safety Educators

	ED1	ED2	ED3	ED4	ED5
<b>Facilities</b>					
Do you make sure (cleaning) chemicals and medications are properly labelled and stored securely?					
Do you make sure electrical cords are placed so they don't obstruct movement or present a safety hazard?					
Do you make sure electrical appliances are secure and stable on shelving?					
Do you make sure electrical appliances and cords are clear of any water sources?					
<b>Hygiene</b>					
Do you use dedicated cleaning material (eg paper towels) for cleaning spills on the floor?					
Do you keep floors clear of substances or resources that may cause falls and slips eg red toy on red mat in walkway?					
Do you make sure the room is always clear of garbage and litter and empty bins before they're overflowing?					
Do you regularly wash your hands to prevent cross contamination / illness?					
<b>Practices</b>					
Do you close drawers and cupboards immediately after use?					
Do you prepare and consume hot food and drinks away from classrooms/children?					
Do you put cleaning materials away after each use?					
Do you unplug electrical appliances when not in use and store them appropriately?					
Do you involve children in setting safety rules?					
Do you make sure room rules discourage running indoors?					
Do you ensure children and adults aren't exposed to dangerous fumes or mist by spraying cleaning products (eg aerosols) onto cloth before wiping rather than directly onto surface?					
Do you immediately remove broken equipment, toys and furniture and ensure it's inaccessible to children?					
Do you remove any mats curling at the edges?					
Do you always tell the Group Leader/Nominated Supervisor when things are broken?					

**Actions required after completing the checklist?**

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