



Educational Leader

Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

Looking at the element in detail - A service reviewed what the NQF Guide said about element 1.2.3 and understood educators must recognise children's capabilities, and support and encourage children to:

1. make choices which support their own wellbeing and that of others
2. choose, plan for and help set up play experiences and activities
3. develop skills in assessing risk.

This week we're looking at risk-benefit assessment practices where the benefits of providing challenging play environments are also considered when assessing safety and risk.

This approach is relevant in the context of element 1.2.3 because giving children the chance to encounter hazards and take risks often helps them learn how to assess and manage these and similar risks themselves.

While many educators are familiar with completing risk assessments and implementing measures to remove or reduce the risks to acceptable levels, the idea of also identifying all the potential benefits to children of the activity or space may be new. When the benefits are also considered, maybe the effort that would be needed to change environments or implement activities in safe but challenging ways is worth it?

We've included a risk-benefit assessment template with this week's professional development.

ACECQA's 'Risk Assessment and Management Tool' also discusses risk-benefit analysis and provides a template.

Is the risk-benefit assessment approach something you could implement at the Service? Would your educators need training in the process? How might you implement this?

How could you support educators to involve children in completing risk-benefit assessments?

Week 18, 13 June – 17 June 2022 – 1.2.3 Child directed learning

Animal and Pet Policy

The Nominated Supervisor will:

- complete a risk assessment before allowing any animal to be kept at the service, or pet to visit the service, and take appropriate actions to reduce the risk of harm
- ensure service pets are well cared for, and implement a staff roster to ensure any animal that requires care or feeding outside operating hours is cared for at the service or an employee's home

Educators and staff will ensure:

- children are closely supervised when interacting with animals or pets
- animals and pets at the service are fed and cared for appropriately eg cages cleaned daily
- animal or pets do not access food preparation areas, sandpit or where children play, eat, sleep or rest
- room/group tasks include feeding, cleaning and caring for the animal
- all adults and children wash their hands after handling animals or pets
- children's animal or pets are only brought into the Service if first approved by the Nominated Supervisor
- pets accompanying families to the service are left at the gate.

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

| Educator's Name | Educator's Signature |
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Note we are now listing any Procedures which relate to the Policy reviewed. We have a comprehensive Procedure Pack (in addition to the procedures already included in the policies) which is currently part of our HR Toolkit. Please contact us on admin@centresupport.com.au if you would like a quote for the Kit.

Procedure - Animal and Pets

Procedure - Collecting and Handling Eggs