

Room Leader and Educators

Catch Up Week 20a

MONDAY TO FRIDAY
4 to 8 July 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 11-15. 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 11 Element 1.1.1 Approved learning framework

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 which maximise learning and development outcomes for every child in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. All educators regularly reflect on practices to ensure they support the rights of every child to participate and achieve learning outcomes."

We discussed how educators must help each child progress towards the five learning outcomes in the EYLF - these are identical to the actions educators must take under element 1.1.1.

Week 12 Element 5.1.1 Positive educator to child interactions

The core of this element's exceeding theme is "All educators can explain and demonstrate how they have a deep commitment to building and maintaining respectful and equitable relationships with each child which are strengthened by meaningful relationships with families and the community. All educators critically reflect, both individually and as a team, on how their interactions with children build each child's self-esteem, identity and sense of belonging."

We discussed how positive interactions means interacting with children in ways that build children's confidence and encourage their participation.

Week 13 Element 3.2.2 Resources support play-based learning

The core of this element's exceeding theme is "All educators confidently organise and adapt resources to promote an

inclusive, safe and flexible play-based learning environment which reflects the diverse cultures and context of the community. All educators, both individually and as a team, regularly reflect on ways to enhance learning outcomes and participation through the creative and flexible use of resources."

We discussed how resources and equipment should:

1. offer children choices to use them in many ways
2. be plentiful so children don't need to wait for them for very long
3. support all children's interests and abilities
4. support all learning outcomes
5. support appropriate risk taking.

Week 14 Element 6.1.2 Parent views are respected

The core of this element's exceeding theme is "All educators recognise the leading role of families in their child's wellbeing and development, actively learn about their culture, values and educational priorities, plan for these in the learning program, and engage in robust discussion about the best way to support each family's contribution to the program."

We discussed how educators must:

- respect and respond to each family's expertise, child-rearing practices, culture, values and beliefs
- include families in making decisions about their child's learning and wellbeing.

Week 15 Element 3.2.1 Inclusive environments

The core of this element's exceeding theme is "all educators confidently organise and adapt spaces to promote each child's participation in a high quality learning program which reflects the diverse cultures and context of the community. All educators, both individually and as a team, regularly reflect on ways to enhance learning outcomes and participation through the creative and flexible use of space, including community spaces accessed during excursions."

We discussed how educators build inclusive environments by:

- organising indoor and outdoor spaces to support each child's interests, preferences, self-confidence and participation
- (re)arranging furniture, equipment and materials in multiple ways to support children's engagement with built and natural environments.

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1. Element 1.1.1 Approved learning framework

Do you usually build activities around equipment and resources, or using your knowledge of each child's family and community relationships and connections? Which approach do you think is consistent with implementing the EYLF, and why?

2. Element 5.1.1 Positive educator to child interactions

Is there something currently affecting your ability to interact in the best possible way with children, or a particular child? Can you identify what the cause is? What might help you overcome this problem?

4. Element 6.1.2 Parent views are respected

Do you think it's possible to respect families views when their practices, views or beliefs conflict with the National Law/Regs, Service policies or best practice? How do you do this?

3. Element 3.2.2 Resources support play-based learning

Of the five things we discussed resources and equipment should offer (see page 1), which is the least supported at your Service? What steps could be taken to improve this?

5. Element 3.2.1 Inclusive environments

If an assessor asked you to give examples of how you meet this element, what would you say? If this is hard to answer, why? Where could you improve?

Family Law and Access Policy

Educators, staff and volunteers must:

- comply with Parenting Orders/Plans that affect a child at the Service (as they are legally enforceable). The Orders/Plans can cover things like who has custody of and access to the child, and who can make decisions about the child's life
- never deliver a child to a non-custodial parent. They will contact the parent the child lives with, and the police if needed, where the non-custodial parent refuses to leave.

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	

Environment Safety Check

	ED1	ED2	ED3	ED4	ED5
Outdoor					
Environment is clean and tidy. You'd be happy to leave your child here. No garden debris or other rubbish lying around					
Equipment over a metre high is secured to ground					
Fence secures outdoor play areas on all sides from roads, water hazards, driveways and intruders. Fences at correct height with childproof self-locking gates and locks as required					
Garages and sheds locked					
Garbage is in lidded secure bins which are in clean and safe condition. Does not attract vermin					
Hygienic environment protects against infectious diseases and vermin, bacteria, mildew, lead, asbestos and other dust allergens					
Paths, stairs, steps are not slippery					
Pesticides , herbicides, petroleum, kerosene and solvents are stored safely					
Poisonous/prickly/allergy inducing plants are identified, removed, inaccessible to children					
Sandpit has no sharps, animal excrement or dangerous objects					
Smoke free environment in all areas					
Supervision and visibility - children are visible and supervised at all times. There is a supervision plan for areas that are difficult to see/supervise					
Under Service access (including buildings on stilts and footings) is locked or access blocked					
Water troughs or wading pools are empty and inverted if not being used					
Window fly screens are securely fitted and maintained					
Wooden pieces of equipment are free from splinters, loose nails etc					
Indoor					
Access into, within and out of Service for all children and adults, including those with a disability is safe and there are no hazards eg for wheelchairs or those with impaired sight, hearing or mobility. Appropriate security, toilet and washing facilities					
Barriers are age appropriate, child proof, self-locking barriers to balconies, stairways, kitchen, bathroom, laundry, garage, other levels in the Service, front and back garden					
Blind/curtain cords are inaccessible to children, especially babies in cots					
Choking hazards eg small toy parts, beads, nuts, blind and curtain cords, plastic bags, sandwich bags and balloons are removed or inaccessible					
Decorations and children's artwork aren't near ceiling fans, air conditioners or heaters, and are not displayed with tacks, pins, and staples					
Electrical cords don't obstruct movement or present a safety hazard					

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Electrical outlets have safety plugs/protectors					
Entry Doors are locked at all times with bells on doors					
Fire equipment eg blanket, extinguisher, smoke detectors are in correct place and work					
First aid kit is in correct place and fully stocked.					
Floors, stairs, mats and rugs are not slippery					
Hazardous substances are stored in locked cupboards eg chemicals, medicines, razors, knives and electrical equipment. Cleaner's cupboard is locked					
Heaters, coolers, fireplaces, stoves, microwaves and office equipment are inaccessible to children. Heaters and fans have guards. Heaters are away from children's cots. Heaters using combustible materials are ducted outside. There is adequate ventilation while gas heaters used					
Hot water supply is regulated to keep it below the temperature where a child can be scalded (Any new hot water installations in early childhood services are required to ensure water delivered from the tap does not exceed 45°C)					
Hygienic environment protects against infectious diseases and vermin, bacteria, mildew, lead, asbestos and other dust allergens					
Machinery, tools and equipment etc are stored securely and are inaccessible to children					
Noise is at reasonable levels and not excessive					
Personal items like bags, sharp instruments, toiletries and medicines (eg in handbags) kept secure and are inaccessible to children					
Pets and animals are vaccinated, wormed, don't have fleas, are clean and healthy. Pet accessories like pet food, litter boxes, pet toys kept away from children. Dogs excluded from children's play areas					
Room Rules promote safety eg no running indoors					
Room set ups reduce risk of accidents and collisions eg clear paths around activities					
Safety glass is installed according to Australian Standards on all glass doors and windows accessible to children, and safety decals on both sliding doors and plate glass doors at child and adult eye level					
Smoke free environment in all areas					
Stairways , ramps, corridors, hallway, external balcony enclosed to prevent a child falling					
Supervision of children so that children are visible and supervised at all times including in high risk areas like high chairs, change tables, nappy change and toilet areas. There's at least two educators on premises at all times with vision of each other and the children (for child protection) including when changing nappies or washing children					
Toys meet safety standards, age appropriate, regularly cleaned, unbroken and non-toxic					

Actions required after completing the checklist?

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