

Room Leader and Educators

Catch Up Week 20b

MONDAY TO FRIDAY
11 to 15 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 16 - 20. 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 16 Element 6.2.3 Community engagement

The core of this Standard's exceeding themes is "All educators have robust debate about the best way to form collaborative partnership with the community to further children's learning that is connected to the practices and principles of the EYLF and MTOP. Changes in practice are implemented when understood by all and all educators can explain how community connections support children's learning and wellbeing."

We discussed how educators must implement a program that connects children to their community.

Week 17 Element 6.1.3 Families are supported

The core of this element's exceeding theme is "All educators consistently consider each family's particular circumstances and regularly provide them with comprehensive, current information about the service and relevant community services and resources. All educators actively support families to build relationships with other families and community services, and critically reflect on the best way of engaging with each family including how their own biases may impact relationships with families."

We discussed how educators' role includes providing families with information about service operations and community services/resources to support parenting.

Week 18 Element 1.2.3 Child directed learning

The core of this element's exceeding theme is "All educators consistently and respectfully support children to make choices and decisions throughout the day, and incorporate children's ideas and views into the program to promote and extend

learning. All educators regularly reflect, individually and with each other, on how they ensure the agency of every child at the service."

We discussed how 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.

Week 19 Element 5.2.1 Collaborative learning

The core of this element's exceeding theme is "All educators confidently and effectively create supportive environments, for example appropriately sized groups, that enable children to collaborate, learn from and help each other. All educators reflect critically on how these environments challenge stereotypes and biases, enable each child to feel a sense of belonging, and participate in an inclusive way."

We discussed how educators must provide time and space for children to collaborate, and encourage their active involvement.

Week 20 Element 1.2.1 Intentional teaching

The core of this element's exceeding theme is "all educators are consistently deliberate, purposeful, and thoughtful in all of their decisions and actions, and confidently make curriculum decisions to ensure each child's participation, learning and development. All educators consistently draw on families' or communities' understanding of each child's strengths, ideas, culture and interests to extend their learning and development, and regularly reflect, individually and with each other, on their educational practice."

We discussed how educators should be constantly thinking about what they can teach children during planned and spontaneous activities, including play, and how it's best to do this.

Week 20b 11 to 15 July 2022– Catch-up week

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1. Element 6.2.3 Community engagement

Who do you think is part of the service 'community'?
What do other educators and staff think? Have you been including all community members when planning and implementing the program?

2. Element 6.1.3 Families are supported

Think about a child whose behaviour, health or additional needs you're trying to support? Have you researched the community resources available that may help support the child's family – and provided this information to the family?

4. Element 5.2.1 Collaborative learning

Do you really value and respect the process of children learning from each other? How might your views of the educator's role be affecting this process?

3. Element 1.2.3 Child directed learning

Look back over last week's educational program? How much of it was 'child directed' ie how much was the result of children's choices and decisions? How could you improve this percentage?

5. Element 1.2.1 Intentional teaching

Do you think Element 1.2.2 Responsive teaching and scaffolding is closely related to element 1.2.1? Why or why not?

Work Health and Safety Policy (Not applicable for Victorian customers)

- The Approved Provider (AP) and Nominated Supervisor (NS) have a duty of care to ensure the health and safety of all everyone who enters the service. They will identify and eliminate or reduce all hazards and provide relevant training.
- Educators, staff and volunteers have a responsibility to take care of their own health and safety and ensure their conduct does not adversely affect the health and safety of others.
- The AP or NS will consult with educators, staff and volunteers about health and safety issues
- Educators, staff and volunteers are entitled to elect a health and safety representative
- The AP or NS must notify the Work Health and Safety Regulator as soon as they're aware of a death or serious injury or illness at the service.

Tobacco Drug and Alcohol Policy

- The consumption of alcohol, tobacco, vapes and illicit drugs by any person is banned:
 - inside or outside the service, including in the car park
 - on incursions/excursions, while travelling with a child, at educator/parent meetings, or at any work related social activity where children are present
- In relation to social events at the service involving service families:
 - Smoking or vaping is prohibited
 - alcohol may be consumed outside work hours if children are not present. Alcohol may only be brought into the service immediately prior to the event, and only after all children have been collected. Any leftover alcohol will be removed from the premises immediately after the event ends
- Any alcoholic gifts given to staff will be immediately removed from the premises and alcohol will not be stored on the premises
- No-one will attend the service if affected by alcohol or drugs
- No smoking signs will be displayed at the service.

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 |
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Week 20b 11 to 15 July 2022 – Catch-up week

Checklist

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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 2.2.2 Incident and emergency management. 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.

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|-----------------|--|
| Name Educator 1 | |
| Name Educator 2 | |
| Name Educator 3 | |
| Name Educator 4 | |
| Name Educator 5 | |

| Facilities | ED1 | ED2 | ED3 | ED4 | ED5 |
|--|-----|-----|-----|-----|-----|
| You make sure heating/cooling units are inaccessible to children | | | | | |
| You make sure exit doors are always clear of obstructions/objects | | | | | |
| You make sure exit doors are unlocked when service is open | | | | | |
| You make sure there are no leaves or litter in the environment | | | | | |
| You clean lint from the clothes dryer filter after every use | | | | | |
| Documentation | | | | | |
| You complete Incident, Injury, Trauma and Illness Records for children that have suffered an injury or trauma during emergency | | | | | |
| Daily Practices | | | | | |
| You make sure children's artwork/displays are kept away from heating/cooling units | | | | | |
| You make sure flammable materials like curtains, tablecloths and bedding/cushions are kept away from heaters | | | | | |
| You never overload power points | | | | | |
| You switch off appliances when not in use | | | | | |
| You always store flammable chemicals safely eg not near materials like art paper | | | | | |
| You never leave cooking unattended | | | | | |
| Emergency Practices | | | | | |
| If responsible, you collect and check attendance records (children and staff) to ensure everyone is accounted for | | | | | |
| If responsible, you collect emergency kit | | | | | |
| If responsible, you collect you take charged mobile phone with credit | | | | | |

Actions required after completing the checklist?

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