



We can solve problems with practice with the help of the NQS



The NQS can guide our critical reflections



The NQS is what we assess against to write our QIPs



The NQS is what assessors assess us against to write their A&R report



Families can make a choice based on our NQS rating



## Educators

**2.2.2 Incident and emergency management** - *Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.*

**Looking at the element in detail** - A service reviewed what the NQF Guide said about element 2.2.2 and understood educators must practise and implement plans which effectively:

- protect children, staff and visitors during any incident or emergency
- maintain a safe environment and meet WHS/OHS laws.

conducted at times they're present eg picking up their child.

**Aim:** Communication with families about emergency rehearsals emphasises practising emergency rehearsals at all times of the day contributes to keeping their children safe.

**What to do:** Go to NQS element 2.2.2

**Select just one point** from the element that could help guide or change your practice.

*Assessors may discuss*

- *how the service communicates information to families about the service's emergency*



Solving Problems  
with the NQS

**Problem the element can solve** – Some families aren't happy when emergency rehearsals are

**Week 35, 7 November - 11 November 2022 – 2.2.2 Incident and emergency management**

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*procedures and plans to manage incidents (page 175 NQF Guide).*

**Reflect and think about the point** in relation to communicating with families about emergency rehearsals.

**Practice change** – The NS began including the following information in communications with families about pending emergency rehearsals:  
*“Dear families, at 3 pm tomorrow we will be practising our emergency evacuation procedure. While this may cause temporary inconvenience, it’s very important we practice at different times of the day - we all know that emergencies often happen at inconvenient times. Ensuring everyone knows what to do at these times contributes to your child’s safety. We thank you for your understanding.”*

**Reflection/Evaluation** – Complaints about the timing of our rehearsals ceased, and many families said they were glad we were taking emergency preparations so seriously.

**Problem to improve upon** – Sometimes there’s one child who refuses to participate in the rehearsal, and this can cause other children to not participate as well.

**Aim:** Educators implement strategies which ensure all children participate in rehearsals, and there’s no ‘knock-on’ effect where educators then have trouble getting other children involved.

**What to do:** Go to NQS element 2.2.2

**Select just one point** from the element that could help guide or change your practice.

*Assessors may discuss*

- *how the service discusses and practises emergency drills with children (page 175 NQF Guide).*

**Reflect and think about the point** in relation to involving children in emergency rehearsals.

**Practice change** – Educators decided to discuss some real life emergencies that happened at centres with children (mindful not to make them too scary or traumatic) to make the rehearsals more relevant. Any young child who did not want to participate was swiftly picked up and carried where possible so they

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did not have a chance to influence other children. Older children unwilling to participate were assigned a task eg “your job is to make sure the door is open and Miss Claire does not forget the first aid kit. Can you help me do that?”

**Reflection/Evaluation** – We need to find some more emergencies. These really interested the children, and on reflection making the rehearsals more relevant and real has made a huge difference.

From the list below, select a point and explore how you could improve the way you teach children about emergencies and emergency responses, or communicate with families about service emergency procedures:

- when implementing emergency drills
- on excursions/outings
- during bush play programs
- when responding to emergency events in the community
- during conversations at drop offs/pick ups
- during visits from emergency services.

**What problem needs to be improved upon?**

**Aim** (selected from the above points)

**Select just one point from the NQS Element**

**Reflect and think about the point in relation to the problem.**

**Create a practice change**

**Reflect on or evaluate the change**



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.' If there's something on the checklist that you're not doing, you need to adjust your practice to do it, or ask for help and training to implement it ie work with your educational/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	
<b>Name Educator 5</b>	

### Safety

Do you make sure exit doors are always clear of obstructions/ objects?					
Do you make sure exit doors are unlocked when service is open?					
Can you confidently use all emergency equipment eg fire extinguishers?					

### Teaching Practices

Could you discuss how you make sure children understand how to identify an emergency, and what to do, in a way that builds familiarity but not undue concern?					
Do you include learning about emergencies, including emergency rehearsals, in the curriculum to promote learning outcomes?					

### Rehearsals

Do you participate in rehearsals for all potential emergencies following documented procedures at least once every three months?					
During the rehearsal do you:					
• search all areas of the service including areas children/adults may not often/ever be in?					
• check attendance records for all children, staff and visitors at the assembly area?					
• know who's responsible for taking the emergency kit?					
Do you contribute to evaluations of emergency rehearsals?					

### Documentation

Do you complete Incident, Injury, Trauma and Illness Records for children that have suffered an injury or trauma during an emergency?					
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### Communication

Do you let families know about upcoming emergency rehearsals and discuss emergency procedures with them?					
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The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives.” Pick one of the following reflection points to complete the table below:

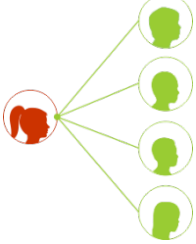
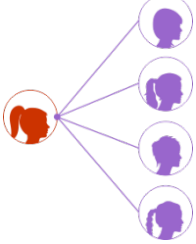
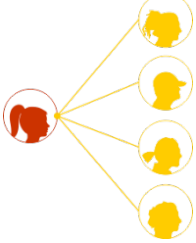
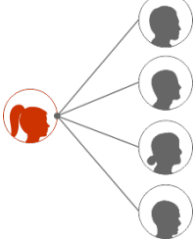
- Can you think of any potential emergencies that may affect an individual child or adult at the service where there are no written emergency plans eg management of an epileptic fit? What will you do to address this? (eg see QIP/SAT improvement example)
- Could the service improve the way it communicates with families about upcoming emergency rehearsals? How could this be improved?
- Are the children concerned about any potential emergencies – or distressed during emergency rehearsals? What could you do to reduce their concerns and improve their understanding?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
<p><b>a child</b></p>	<p>We had a snake in our backyard the other day. What happens if there’s a snake here?</p>	<p>Miss Tiana discussed her concerns about potential snake bites with the NS, who agreed it would be helpful to have a documented procedure for responding to snake bites.</p>
<p><b>an educator</b></p>	<p>There’s been more snakes around lately. I think they’ve all been trying to escape the floods. What happens if a child gets bitten by a snake? (Miss Tiana)</p>	<p>The NS also added an item to the daily checklist - to carefully check potential snake hiding areas in the outdoor environment.</p>
<p><b>your families</b></p>	<p>I know the centre practices emergency evacuation drills. I hope they know what they’re doing if there’s other emergencies – particularly emergencies that may only affect 1 or 2 children.</p>	
<p><b>theorist and current research</b></p>	<p>Best practice for managing snake bites:</p> <p><a href="#">St John ambulance</a></p> <p><a href="#">Healthdirect</a></p>	



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- Can you think of any potential emergencies that may affect an individual child or adult at the service where there are no written emergency plans eg management of an epileptic fit? What will you do to address this?
- Could the service improve the way it communicates with families about upcoming emergency rehearsals? How could this be improved?
- Are the children concerned about any potential emergencies – or distressed during emergency rehearsals? What could you do to reduce their concerns and improve their understanding?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p><b>a child</b></p>		
 <p><b>an educator</b></p>		
 <p><b>your families</b></p>		
 <p><b>theorist and current research</b></p>		



### Complete your QIP

Instructions If you are happy with a Meeting rating you do not need to answer the Exceeding questions. Note if you can't answer all meeting questions you are not meeting the element, and you need to create an improvement plan and make changes to your practice.

If you are striving for an Exceeding rating, we suggest you answer all meeting and exceeding questions. You can copy your answers into your QIP, or SAT (NSW ONLY).

For a <b>MEETING</b> QIP and Self-Assessment Tool (SAT)	For <b>Exceeding</b> the QIP and Self-Assessment Tool (SAT)
<i>Please explain how you provide information about emergency procedures and rehearsals to your families.</i>	<b>Embedded Practice</b> <i>Please discuss how regular and effective rehearsals of all potential emergencies identified in the service risk assessment contribute to a safer environment if there's a real emergency.</i>
<i>Please discuss the training you receive in the use of emergency equipment, for example, how to operate fire extinguishers.</i>	<b>Critical Reflection</b> <i>Please give an example showing how you consider safety from a social justice or equity viewpoint to ensure that all children, regardless of their needs, have a safe learning environment.</i>
<i>Please discuss the processes in place to evacuate children or adults who may need additional help.</i>	<b>Engagement with families and community</b> <i>Please discuss how meaningful and ongoing partnerships with the broader community inform the service approach to emergency management. (see QIP/SAT Strength).</i>