

Room Leader and Educators

Catch Up Week 10a

Tuesday to Friday
11 to 14 April 2023

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 1-5. 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.

Each week we explored an element and covered:

- The law and Regulations
- What you needed to achieve meeting
- What you needed to achieve exceeding for the three themes:
 - Embedded practice
 - Critical reflection
 - Families and community

Week 1 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."

Week 2 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."

Week 3 Element 1.1.3 - Program learning opportunities

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 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."

Week 4 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."

Week 5 Element 1.2.2 - Responsive teaching and scaffolding

The core of this element's exceeding theme is "all educators consistently and respectfully respond to each child's ideas and play, for example through open-ended questions and feedback, to extend 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."

Week 10a 11 to 14 April 2023– Catch-up week

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Week 1 Element 1.1.1 - Approved learning framework

How do you make sure educators work with the educational leader, involve families and communities, to help children achieve learning outcomes?

Week 2 Element 1.1.2 - Child-centred

How are you ensuring that the educational program reflects and builds on the unique characteristics of each child, and how these characteristics have evolved for each child to inform the program's development?

Week 3 Element 1.1.3 - Program learning opportunities

How are you reflecting on the daily routines to maximise learning and development outcomes for every child?

Week 4 Element 1.2.1 - Intentional teaching

How do you consistently draw on families' or communities' understanding of each child's unique strengths, ideas, culture, and interests to extend their learning?

Week 5 Element 1.2.2 - Responsive teaching and scaffolding

How are you responding respectfully to each child's ideas and play, using open-ended questions and feedback to extend their participation, learning, and development?

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Death of a Child Policy

- Contains procedure to follow if a child dies at the service or dies following an incident at the service. Educators will apply first aid as appropriate and immediately call an ambulance
- The Nominated Supervisor will:
 - call parents/guardians and arrange to meet at hospital
 - notify Police
 - notify Regulatory Authority of serious incident within 24 hours of the death, or becoming aware of death
 - notify WHS/OHS Regulatory Authority as soon as possible.

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	

Bathroom Safety and Hygiene Educators

Facilities	ED1	ED2	ED3	ED4	ED5
Have any loose or broken tiles been removed?					
Is liquid hand wash provided at every basin?					
Are paper/cloth towels provided? (Cloth towels must only be used by one child/person)					
Is there a "spill kit" nearby to clean spills of urine, poo, blood, and vomit (with gloves, paper towel, disposable cloths or sponge, detergent, bleach, scraper and pan)?					
Is there anything on the floor that may cause falls or slips?					
Are items stored so they can't cross contaminate other items?					
Display					
Are toileting procedures displayed?					
Are hand washing procedures displayed?					
Are handwashing procedures with pictures displayed for children to follow?					
Is the cleaning schedule displayed?					
Is the cleaning schedule signed off by the person who cleans the bathroom?					
Cleaning Procedures					
Is the bathroom cleaned at least once a day?					
Is the bathroom cleaned as soon as it looks/smells dirty or there are spills?					
Is the toilet thoroughly cleaned eg around the base, under the lid?					
Is the bathroom cleaned with detergent and water?					
Is the bathroom disinfected if there are spills of blood, urine, poo or vomit known/suspected to be infectious?					
Are sponges/cloths easily identified by colour eg orange for the bathroom?					
Are gloves worn to clean the bathroom?					
Are these gloves only used to clean the bathroom?					
Are the gloves hung out to dry after use?					
Are cleaning products inaccessible to children?					
Are plastic bags inaccessible to children?					
Are mops and buckets inaccessible to children?					
Are drawers and cupboards closed immediately after use?					
Do all staff clean and dry equipment after cleaning?					
Do all staff wash their hands as soon as they finish cleaning?					

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Actions required after completing the checklist?

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Compliance test for educators

Instructions: Nominated Supervisor is to conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Miss Domenica is concerned that Izzy's mother visits during story time, which she finds distracting for all the children. She wants to know if she is allowed to tell Izzy's mother not to come in. Can she do so?	Reg 157 says parents can enter the premises whenever their child is present. Miss Domenica should consider how to involve Izzy's mum in the storytelling activity, or if this is not possible sensitively talk with her about visiting at another time.	
Mr. Bryce believes that there may be some circumstances in which they can refuse entry, such as when a parent is being abusive towards educators. How should they handle such situations?	Reg 157 says entry can be refused if permitting entry would: <ul style="list-style-type: none"> • pose a risk to the safety of the children and staff or • cause of breach of the National Law or • contravene a court order. 	
Miss Olivia has asked for specific examples of situations where they may lawfully refuse entry. Can you provide some guidance on this matter?	Examples may include (depending on the situation): <ul style="list-style-type: none"> • aggressive/armed parents • situations which threaten provision of adequate supervision • while responding to emergencies or natural disasters • where parents refuse to comply with Service policies eg no smoking or drinking. 	