

# Room Leader and Educators

## Catch Up Week 20a

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MONDAY TO FRIDAY  
3 to 7 July 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 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 - 6.1.2** Parent views are respected - The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.

During this week, educators can schedule individual meetings with parents to discuss their expertise, culture, values, and beliefs regarding their child's learning and wellbeing. Educators actively listen, value and incorporate the input provided by parents into the child's educational plan.

**Week 12 - 6.1.3** Families are supported - Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.

In this week, educators ensure that current information about the centre's services and relevant community services and resources is readily available to families. They create a resource corner or bulletin board where parents can access information on parenting tips, workshops, local support groups, and other services that promote parenting and family wellbeing.

**Week 13 - 5.1.1** Positive educator to child interactions - Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

During this week, educators focused on fostering positive interactions with children. They learnt how to actively engage in conversations with each child, provide meaningful responses, and show genuine interest in their thoughts and ideas. They use verbal and non-verbal cues to create a safe and secure environment where children feel valued, confident, and included.

**Week 14 - 5.1.2** Dignity and rights of the child - The dignity and rights of every child are maintained.

In this week, educators learnt how the importance of treating each child with respect and upholding their rights. They establish clear boundaries and rules that protect the dignity of every child. Educators actively listen to children's opinions, encourage autonomy, and ensure that their voices are heard and valued in decision-making processes.

**Week 15 - 5.2.1** Collaborative learning - Children are supported to collaborate, learn from and help each other.

During this week, educators learnt how to facilitate collaborative learning experiences for children including design group activities that require cooperation and teamwork, such as building projects, group discussions, or problem-solving tasks. Educators encourage children to share their knowledge, skills, and ideas with their peers, promoting a supportive environment where everyone can learn from and help one another.

1. **Element 6.1.2 Parent views are respected** - How do we ensure that we respect the expertise, culture, values, and beliefs of families? How can we involve families in decision-making about their child's learning and wellbeing?

2. **Element 5.1.1 Families are supported** What steps do we take to support families in our service? How do we provide current information about our services and relevant community resources to promote parenting and family wellbeing?

3. **Element 3.2.2 Positive educator to child interactions** How do your interactions with children reflect positivity and responsiveness? In what ways do these interactions build trusting relationships and support each child's sense of security, confidence, and inclusion?

4. **Element 5.1.2 Dignity and rights of the child** How do we uphold the dignity and rights of every child your service? What strategies or practices do we have in place to ensure that each child feels respected, valued, and supported in their individuality?

5. **5.2.1 Collaborative learning** How do we encourage collaborative learning among children? What approaches or activities do we use to foster a supportive environment where children can collaborate, learn from each other, and help one another?

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

### Week 20a 3 to 7 July 2023 – Catch-up week

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<b>Electrical outlets</b> have safety plugs/protectors					
<b>Entry Doors</b> are locked at all times <b>with bells on doors</b>					
<b>Fire equipment</b> eg blanket, extinguisher, smoke detectors are in correct place and work					
<b>First aid kit</b> is in correct place and fully stocked.					
<b>Floors, stairs, mats and rugs</b> are not slippery					
<b>Hazardous substances</b> are stored in locked cupboards eg chemicals, medicines, razors, knives and electrical equipment. Cleaner's cupboard is locked					
<b>Heaters, coolers, fireplaces, stoves, microwaves and office equipment</b> 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					
<b>Hot water</b> 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)					
<b>Hygienic environment</b> protects against infectious diseases and vermin, bacteria, mildew, lead, asbestos and other dust allergens					
<b>Machinery, tools and equipment etc</b> are stored securely and are inaccessible to children					
<b>Noise</b> is at reasonable levels and not excessive					
<b>Personal items</b> like bags, sharp instruments, toiletries and medicines (eg in handbags) kept secure and are inaccessible to children					
<b>Pets and animals</b> 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					
<b>Room Rules</b> promote safety eg no running indoors					
<b>Room set ups</b> reduce risk of accidents and collisions eg clear paths around activities					
<b>Safety glass</b> 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					
<b>Smoke free environment</b> in all areas					
<b>Stairways, ramps, corridors, hallway, external balcony</b> enclosed to prevent a child falling					
<b>Supervision of children</b> 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					
<b>Toys</b> meet safety standards, age appropriate, regularly cleaned, unbroken and non-toxic					

**Actions required after completing the checklist?**

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