

## 2.2.2

# Incident and Emergency Management

Week 27 – 28.8.23  
Monday to Friday



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. This process uses the **summative assessment process** from the **new EYLF and MTOP**. Educators review your achievements and capabilities at specified or selected timepoints. Please make a judgement about the path you are on to understanding the element.

### 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	

### 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?					
<b>Teaching Practices</b>					
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?					
<b>Rehearsals</b>					
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?					
• evacuate all babies even if it's sleep/rest time?					
• 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?					
<b>Documentation</b>					
Do you complete Incident, Injury, Trauma and Illness Records for children that have suffered an injury or trauma during an emergency?					
<b>Communication</b>					
Do you let families know about upcoming emergency rehearsals and discuss emergency procedures with them?					

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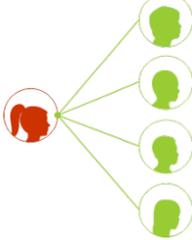
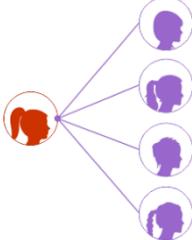
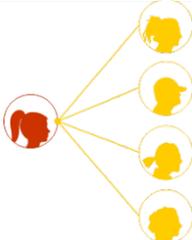
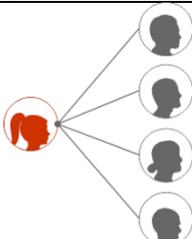
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The EYLF and MTOP says. “Evaluation practices involve educators’ critical reflection on the effectiveness of their planning and implementation of curriculum for children’s learning as part of the planning cycle, both for and with children’. Pick one 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?
- **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>a child</p>	<p>I sometimes get worried when we suddenly have emergency drills. If we knew about them ahead of time, it might help me feel less scared. Maybe the teachers could use pictures or simple words to explain what's going to happen.</p>	<p>After reflecting on the need for better communication about upcoming emergency rehearsals, I implemented several changes: <b>Advanced Notification:</b> I now inform families about upcoming emergency drills at least a week in advance. This allows them to discuss the drills with their children and mentally prepare them.</p>
 <p>an educator</p>	<p>Looking at it from a child's view, I realise how unsettling surprise emergency drills can be. I started discussing the drills a day before with the kids, using storybooks and interactive discussions. This way, they know what to expect and feel more prepared.</p>	<p><b>Visual Aids:</b> To make the communication more child-friendly, we introduced visual aids like posters and simple explanations that children can understand easily. This has reduced their anxiety and confusion during drills.</p>
 <p>your families</p>	<p>Parents mentioned that they feel more involved when they know about upcoming events. I began sending a monthly calendar at the start of each month, highlighting important dates, including emergency drills. This helps families plan and discuss the drills with their child beforehand.</p>	<p><b>Monthly Calendar:</b> We include emergency rehearsal dates in our monthly calendar that we share with families. This ensures that families have a clear overview of important events, including drills.</p>
 <p>theorist and current research</p>	<p>When considering Bronfenbrenner's ecological systems theory, I thought about the child's immediate environment, which includes home and school. Communicating about drills helps bridge the gap between these systems, enhancing the child's sense of security and understanding.</p>	<p><b>Parent Workshops:</b> To form a sense of partnership and understanding, we started conducting short workshops for parents about emergency preparedness. This equips them with information and strategies to talk to their children about safety.</p>

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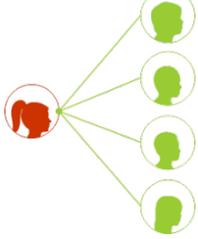
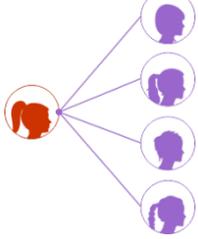
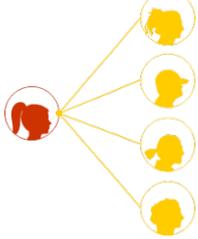
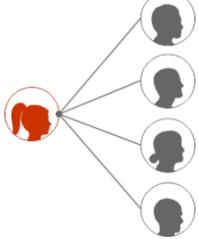
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Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.



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 <p>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		

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