

# Room Leader and Educators

## Catch Up Week 10a

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This week we are summarising some of the important information from weeks 1-5.

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 7.1.1 – Service philosophy and purpose**

Week 1 helps educators meet National Quality Standards by aligning with their service's philosophy, focusing on principles like child rights and inclusivity. It provides strategies for educators to ensure teaching consistency, team collaboration, and engaging family and community involvement. The importance of reviewing and applying the service's philosophy in all aspects of practice is highlighted, along with the need for compliance with legal standards. It suggests reflective questions for educators to deepen their understanding and application of the philosophy in creating a supportive and effective learning environment.

### **Week 2 1.1.1 – Approved learning framework**

Week 2 outlines the importance of following approved learning frameworks, such as the Early Years Learning Framework (EYLF) and My Time, Our Place, to support children's development across key areas like identity, community, well-being, learning, and communication. The document highlights legal requirements for educational programs, emphasising activities that reflect these frameworks and the outcomes they aim to achieve. Strategies for educators include tailoring teaching to children's developmental needs, engaging families and communities, and ensuring daily practices reflect the service's philosophy. The guide also provides a checklist for educators to self-assess their alignment with the frameworks, along with reflective questions to deepen their engagement and application of these principles in practice.

### **Week 10a 8 to 12 April 2024 – Catch-up week**

**Week 3 1.1.2 – Children centred** Monday to Friday  
Week 3 outlines a framework for creating child-centred programs that cater to the individual needs, interests, and cultural backgrounds of children within educational services. It emphasises the significance of understanding each child's knowledge, strengths, ideas, abilities, and interests to tailor the educational program accordingly. By incorporating practice examples, such as soliciting children's daily activity preferences or extending upon their ideas during activities, it ensures a dynamic, inclusive, and engaging learning environment. The potential consequences of not adopting such an approach include diminished engagement, frustration, behavioural issues, missed growth opportunities, cultural insensitivity, inadequate future learning preparation, decreased family engagement, and reduced self-efficacy among children.

### **Week 4 1.1.3 - Program learning opportunities**

Week 4 outlines the consequences of not leveraging these opportunities, including missed educational moments, limited engagement, social and emotional development delays, and inadequate preparation for future learning. To counter these challenges, it suggests strategies like integrating learning objectives into all activities, basing learning activities on children's interests, making transitions interactive, and teaching practical life skills through daily activities. Additionally, it stresses the importance of personalizing learning plans for each child, considering their interests, strengths, and developmental needs. The guide encourages educators to evaluate their practices critically and reflect on areas for improvement, aligning with the National Quality Standards for fostering an engaging, inclusive, and child-centred learning environment.

### **Week 5 1.2.1 - Intentional teaching**

Week 5 emphasises the importance of educators selecting appropriate teaching strategies for various activities and children, and adapting these strategies as needed to enhance learning. The document outlines examples of how educators can intentionally teach during routines, transitions, and play, covering topics such as road safety, sun safety, and sustainability. It also details a variety of intentional teaching strategies, including open-ended questioning and role modelling, and how to organize the environment to support learning. Potential risks of not adopting intentional teaching are highlighted, including missed learning opportunities and lack of skill development. To mitigate these risks, the guide suggests capturing learning moments, providing instructional support, and using the environment to promote safety and engagement. Educators are encouraged to reflect on their practices and consider areas for improvement.

## **Week 1 7.1.1 – Service philosophy and purpose**

How can you more deeply incorporate the core values of respect, inclusivity, and child-centred learning from our service's philosophy into your daily teaching practices?

## **Week 4 Element 1.1.3 - Program learning opportunities**

Reflecting on using daily routines and transitions for learning, how can you enhance your approach to ensure these moments maximally support each child's individual learning needs?

## **Week 2 1.1.1 – Approved learning framework**

How can your daily teaching practices be more closely aligned with the approved learning frameworks to enhance each child's development and learning experience?

## **Week 5 1.2.1 - Intentional teaching**

How could you more effectively utilise your interactions, environment, and teaching strategies to enhance children's learning and development?

## **Week 3 1.1.2 – Children centred**

How do your current teaching practices reflect an understanding of each child's unique context, and what steps can you take to further individualise your approach to foster a more inclusive, engaging, and child-centred learning environment?

## **Week 10a 8 to 12 April 2024 – Catch-up week**

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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 and Supervision	ED1	ED2	ED3	ED4	ED5
Are nappy change tables stable?					
Are nappy bins located where children can't access them?					
Are nappy bins located where adults can't accidentally knock them over?					
Are change mats washable and in good condition eg no broken vinyl?					
Are childproof latches used on all drawers and cupboards?					
Have any loose or broken tile ben 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?					
Are children supervised AT ALL TIMES in the bathroom?					
<b>Display</b>					
Are toileting and nappy change 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?					
<b>Cleaning Procedures</b>					
Is soiled clothing/nappies always firmly sealed in containers & inaccessible to children?					
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?					

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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?					

**Actions required after completing the checklist?**