This week we are summarising some of the important information from weeks 6-10.

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 6 1.2.2 - Responsive teaching and scaffolding
Week 6 emphasises responsive teaching, incorporating children's ideas and feedback into the curriculum using strategies like open-ended questions and scaffolding. Challenges like limited engagement, cognitive development, and ineffective curriculum development are highlighted if these practices are not employed. Week 6 supports using feedback to adapt teaching strategies and curriculum, ensuring an inclusive and engaging learning environment that fosters children's cognitive, social, and emotional development.

Week 7 1.2.3 - Child directed learning
Week 7 focuses on enhancing child-directed learning within educational settings, emphasizing children's agency in choosing and leading activities. It underscores the importance of educators supporting children to assess risks, manage behaviours, and express feelings constructively. Children are encouraged to engage in activities that promote their wellbeing and autonomy, such as managing risks in potentially hazardous situations like cooking or carpentry. Failure to implement such practices can lead to reduced confidence, poor social skills, and stifled creativity among children. Week 7 provides strategies to foster children's independence, creativity, and safety.

Week 8 1.3.1 - Assessment and planning cycle
details the structured assessment and planning cycle critical for children's developmental support. It emphasizes the importance of observing, analysing, and documenting children's activities to tailor educational programs effectively. Neglecting this process could lead to inadequate support for individual needs, misalignment with developmental goals, and a lack of engagement with families, all of which could diminish educational outcomes. By integrating observations with family and community input, the plan enhances children's learning experiences, ensuring that educational practices are relevant, engaging, and supportive.

Week 9 1.3.2 - Critical reflection
focuses on the necessity of critical reflection within educational settings, detailing its role in enhancing children's participation, learning, and development. It underscores the risks of stagnation in educational practices, overlooked needs of children, and reduced engagement and inclusivity if critical reflection is neglected. To combat these issues, strategies such as leveraging free resources, engaging in peer learning, and actively seeking community feedback are suggested. The week highlights the importance of integrating diverse perspectives and continuous professional development to maintain a dynamic and inclusive educational environment.

Week 10 1.3.3 - Information for families
focuses on the critical role of engaging families in the educational process, ensuring they are well-informed and involved in their children's learning. It outlines requirements for making educational plans and progress transparent and accessible, emphasizing the need for communication that is not only frequent but also meaningful. Potential risks of not engaging families include decreased engagement, misunderstandings, missed educational opportunities at home, and compliance issues. Effective strategies for engaging families include using varied communication methods tailored to individual needs and ensuring all interactions are culturally sensitive and respectful.

Week 6 1.2.2 - Responsive teaching and scaffolding

How can educators balance curriculum structure with the flexibility required to adapt responsively to children's evolving needs and interests?

Week 7 1.2.3 - Child directed learning

How might increasing child agency in the learning environment influence their long-term educational outcomes?

Week 8 1.3.1 - Assessment and planning cycle

How could enhanced observation and documentation practices improve outcomes in your educational setting?

Week 9 1.3.2 - Critical reflection

How can regular critical reflection transform your educational practices and outcomes for children?

Week 10 1.3.3 - Information for families

How can educators enhance family engagement to ensure all children benefit equally from educational opportunities?

Emergency Service Contact Policy

- ring 000 to request police, fire or ambulance in an emergency (translators are available)
- stay calm, stay on the line, provide address or location and be as specific as possible
- follow instructions provided
- display the emergency number near telephones
- teach children and visitors the emergency number is 000 and how to use it.

Lock Up Policy

At the end of each day the Nominated Supervisor or Person in Charge (Responsible Person) will:

- check all beds/cots to ensure no child is still asleep
- check indoors and outdoors to ensure no child is still on the premises
- check all children have been signed out
- turn off lights, A/C, shut blinds, turn on alarm and lock premises.

If a child has not been signed out, the Responsible Person will:

- check with educators if child was collected, and if not
- immediately search the premises, and if child not located
- contact parents, and if child not with them
- immediately contact the Police to advise a child is missing then
- notify the Regulatory Authority of Serious Incident (within 24 hours).

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	

Classroom Safety Educators

Facilities	ED1	ED2	ED3	ED4	ED5
Do you make sure (cleaning) chemicals and medications are properly labelled and stored securely?					
Do you make sure electrical cords are placed so they don't obstruct movement or present a safety hazard?					
Do you make sure electrical appliances are secure and stable on shelving?					
Do you make sure electrical appliances and cords are clear of any water sources?					
Hygiene					
Do you use dedicated cleaning material (eg paper towels) for cleaning spills on the floor?					
Do you keep floors clear of substances or resources that may cause falls and slips eg red toy on red mat in walkway?					
Do you make sure the room is always clear of garbage and litter and empty bins before they're overflowing?					
Do you regularly wash your hands to prevent cross contamination / illness?					
Practices					
Do you close drawers and cupboards immediately after use?					
Do you prepare and consume hot food and drinks away from classrooms/children?					
Do you put cleaning materials away after each use?					
Do you unplug electrical appliances when not in use and store them appropriately?					
Do you involve children in setting safety rules?					
Do you make sure room rules discourage running indoors?					
Do you ensure children and adults aren't exposed to dangerous fumes or mist by spraying cleaning products (eg aerosols) onto cloth before wiping rather than directly onto surface?					
Do you immediately remove broken equipment, toys and furniture and ensure it's inaccessible to children?					
Do you remove any mats curling at the edges?					
Do you always tell the Group Leader/Nominated Supervisor when things are broken?					

Actions required after completing the checklist?