



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	

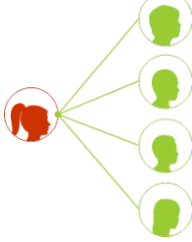
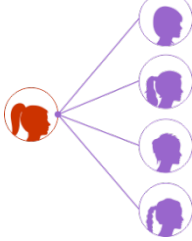
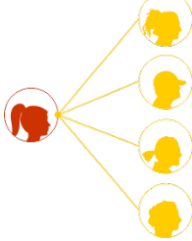
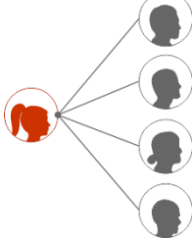
Safety

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?					
Teaching Practices					
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?					
Rehearsals					
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?					
Documentation					
Do you complete Incident, Injury, Trauma and Illness Records for children that have suffered an injury or trauma during an emergency?					
Communication					
Do you let families know about upcoming emergency rehearsals and discuss emergency procedures with them?					



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?**

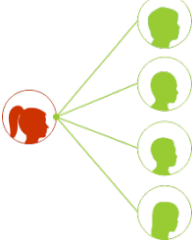
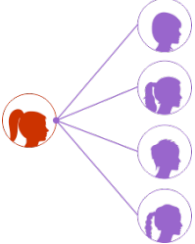
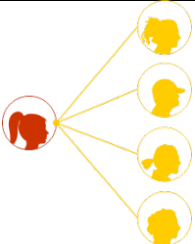
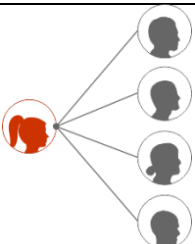
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>	<p>Emergencies and drills can be quite overwhelming. The loud alarms, the sudden change in routine, and the seriousness of the adults around me can make me feel scared and unsure. I might not fully grasp why we need to do these drills, which only adds to my anxiety. When I don't understand what's happening, my imagination might fill in the gaps with something far scarier than the reality.</p>	<p>To help reduce concerns, I'll make the drills more child-friendly, perhaps by incorporating a story or game that explains the importance of staying safe during emergencies.</p>
 <p>an educator</p>	<p>I notice that some children become visibly distressed during emergency rehearsals. This observation makes me reflect on the balance between ensuring children's safety and maintaining their emotional well-being. I recognise that while it's crucial to adhere to safety protocols, it's equally important to ensure that these drills don't create unnecessary anxiety or fear. I also realise that my own demeanour during these drills can significantly influence how the children perceive the situation. If I appear calm and confident, the children are.</p>	<p>I'll spend more time discussing the reasons behind the drills in a calm and reassuring manner before we practice, and provide comfort and reassurance during the drills</p>
 <p>your families</p>	<p>There might be concerns about how these emergency drills are affecting their child's sense of safety and well-being. Parents trust that we are not only keeping their children safe but also nurturing their emotional and psychological health. They may worry that frequent drills could make their child anxious or that their child might not fully understand why these practices are necessary. Some families might also feel out of the loop if they're not informed about these procedures and their purpose.</p>	<p>I will communicate more with families about the purpose and approach of these drills, offering them insights on how to discuss these practices at home to reinforce a sense of security.</p>
 <p>theorist and current research</p>	<p>Reflecting on the work of theorists such as Lev Vygotsky, who highlighted the importance of social and emotional context in learning, I understand that the way children experience and process emergency drills is deeply connected to their overall emotional development.</p>	<p>I will integrate discussions about safety into our regular curriculum, using play-based learning to help children understand emergency procedures in a non-threatening way.</p>

Week 27, 26 to 30 August 2024 – 2.2.2 Incident and Emergency Management



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

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