

WELCOME



Harmony Day, which is observed each year on March 21, celebrates this diversity, aiming to foster inclusiveness, respect, and the idea that people of all different cultures can make a valuable contribution to society

COVID safety in early childhood education & care services

Key requirements for services include:

- Booster shot added to NSW vaccination mandate
- Masks and face coverings
- Check in protocols (QR Code)
- COVID safe plan
- Regular cleaning
- Strong hygiene practice, including hand washing.
- Physical distancing

Information for educators who test positive for COVID-19

If FDC educators or someone in your family tests positive to COVID-19

1. You/Family members must self-isolate for 7 days
2. To open the FDC, You/Family members have to provide evidence for PCR test or declare in written format (for Antigen Test)

COMMUNITY EVENTS



CLEAN UP AUSTRALIA DAY – MARCH 6

The amount of plastic waste has been surging because of the pandemic and we're concerned there will be long-term impacts on our environment. Over a third of Aussie households reported producing more waste and having had more items delivered than usual during lockdown periods. Get a small group of your friends, family, and neighbours together and give back to your community.

[FIND YOUR LOCAL CLEAN UP HERE](#)

NEIGHBOUR DAY – MARCH 27

For the last 20 years Neighbour Day is Australia's annual celebration of community, encouraging people to connect with those who live in their neighbourhood. Loneliness can affect anyone, at any time throughout their lives, and addressing loneliness across Australia is everybody's business. Getting involved in Neighbour Day is good for you and your community.

[FIND OUT WHAT YOU CAN DO.](#)

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Adaptations of Space, Materials, and Equipment

What it looks like:

- Children with and without disabilities can gain access to the physical space, materials, and equipment.
- When needed, children are helped to gain access to and use materials in meaningful ways through adult scaffolding strategies.
- The teacher and assistants set up the classroom areas and materials in ways that can be accessible to all children, but they dynamically organize the physical space, equipment, and materials to intentionally encourage children's independence and social interactions.

Example:

Preschool teacher Kelly saw Tara, a 4-year-old child with cerebral palsy, use her walker to walk from the block corner toward the art area during free playtime. Kelly intentionally prompted Tara's peers at the block corner to clear the alley next to the corner by removing some toys so that Tara could independently gain access to the space.

Adult Involvement in Peer Interactions

What it looks like:

- The classroom has opportunities for children to participate in activities and routines with their peers.
- Adults plan and implement daily social play and learning activities.
- There's a good balance between adult involvement and support for children's spontaneous social engagements.
- Adults facilitate problem solving between children.
- Adults provide scaffolding strategies for supporting positive, reciprocal, sustained peer interactions and relationships between children.

Example:

Peter is a 3-year-old boy who is nonverbal and has a developmental delay. During circle time, teacher Kelly invited another student, Andrew, to model for Peter the movements of a song he likes to perform with his peers. Watching Andrew use his hands to form the movements of the song was an effective way to help Peter imitate, learn, and perform the song movements independently.

Adults' Guidance of Children's Free-Choice Activities and Play

What it looks like:

- Adults show enjoyment and availability when engaging with children during activities and play.
- Children have many opportunities to decide on activities, playmates, and play topics that they like during free-choice activity.
- Children are given many opportunities to make choices during activities and playtime.
- Adults observe children's engagement in play and consistently support play using individualized strategies such as verbal/nonverbal prompting, modelling, commenting/asking questions, and enlisting other peers.

Example:

Kelly joined Martha, a 4-year-old girl who was recently diagnosed with autism, during free-choice time. Kelly used a visual activity organizer in the role-play area to help Martha act out the steps involved in cooking a meal for her friends.

Conflict Resolution

What it looks like:

- Adults have set clear rules and behavioural expectations that are consistently communicated to children to encourage positive social behaviour and prevent conflicts.
- When children have difficulty resolving their differences on their own, adults join children to listen to all children's perspectives, acknowledging their views and feelings.
- Adults try to focus on helping children find more positive ways for negotiating their differences.
- Individualized strategies are used to help children negotiate peer conflict and generate solutions.

Example:

Kelly observed two children on the playground fighting over a new toy. She invited the two children to consider more positive ways they could both enjoy the new toy. One of the two children involved in the conflict had a communication difficulty in expressive language, so Kelly invited the children to look at some visuals that depicted possible alternative

solutions. With Kelly's facilitation, the two children decided to take turns using the new toy by paying attention to an alarm clock that would indicate when to pass the toy to each other.

Membership

What it looks like:

- Adults work together to create a classroom community to which all children feel that they belong, regardless of their individual differences.
- Adults develop a sense of belonging by planning activities and creating opportunities to help children understand and accept individual differences.
- Opportunities exist for children to assume equal roles and responsibilities in the classroom.
- Adults intervene to prevent bullying or persistent teasing between children in the classroom.
- Adults use positive and inclusive strategies for responding to children's individual differences.

Example:

When a child asked Kelly why another child was using a different type of spoon during snack time, Kelly responded that children can use different spoons as they grow and learn to eat different foods. She showed all the children the many sizes of spoons she had available for their use. Kelly showed examples of how younger children might need bigger or softer spoons and demonstrated how some spoons might be easier for some children to hold.

Relationships between Adults and Children

What it looks like:

- Adults seek many opportunities during the day to engage in social interactions that are positive, reciprocal, and sustained. They show enjoyment when interacting with the children.
- Adults are highly responsive to children's interests as well as their emotional needs.
- Adults use visual supports and additional classroom resources for supporting children's emotional needs and development.

Example:

When 4-year-old Charlie seemed reluctant to play outside because of the thunder he had heard earlier in the morning, Kelly read a picture book with Charlie about thunderstorms. When they finished reading the book, Kelly modelled for Charlie all the different things he could do if he felt uncomfortable while being outside on the playground. Kelly's shared reading activity and follow-up conversation helped Charlie feel better and encouraged him to join his peers on the playground.

Support for Communication

What it looks like:

- Adults are responsive to children's-initiated communication.
- Adults actively facilitate social communication with children using a variety of scaffolding strategies, including alternative means of communication systems.
- Visual supports, books, and classroom resources are used to support social communication.
- Adults intentionally use alternative means of communication systems in ways that enable children to communicate and participate in classroom activities with their peers.

Example:

Kelly showed Martha, the helper of the day, how to use picture symbols of available snacks to help Andy, a boy with a communication difficulty, choose his snack. As Martha went around the table verbally asking each child to make a choice between two snacks, she used two picture cards to help Andy make his choice.

Adaptation of Group Activities

What it looks like:

- Children have opportunities to participate with their peers in planned whole-group and small-group activities.
- Adults use embedded strategies and adaptations of activities to support children's active engagement and participation while also meeting children's individual needs.
- Adults plan and monitor embedded strategies and adaptations to support children's needs and adjust activities as needed to encourage participation of all children in the group.

Example:

During a small-group art activity in which children were using paintbrushes to paint leaves they collected outdoors, Kelly provided hand-over-hand assistance for Louisa, a child with a fine motor coordination difficulty, to fingerprint her leaves. The second part of the activity involved cutting through paper to form different shapes, and Louisa worked on one of her individualized goals that involved sorting out different shapes alongside her peers.

Transitions between Activities

What it looks like:

- Adults share responsibilities and flexibly adjust their roles to prepare for daily activities and promote smooth transitions.
- Adults collaborate to plan activities and supports for the whole group to ensure smooth transitions.
- Specific, individualized strategies (such as visual supports) are used for children who experience greater difficulty making the transition between activities.

Example:

Kelly uses a soft musical tune to signal the end of transitions with the whole group. Sam, however, requires additional support to transition between activities. Kelly and her coteaches created a picture schedule to go through with Sam, who finds it very helpful to look at the visual symbols of upcoming activities before the end of each routine.

Feedback

What it looks like:

- Adults give children sensitive, positive feedback (verbal and nonverbal) on their efforts, behaviours, and learning.
- Adults use different types of feedback (e.g., corrective feedback, positive reinforcement) to support important goals (e.g., positive behaviour, learning, engagement).
- Adults frequently use feedback that focuses on children's efforts and the process of doing things rather than solely on their end products.

Example:

Kelly observed Chris, a boy with a developmental delay, working hard to solve a number puzzle during free playtime. Kelly asked him how he was trying to figure out how to put the pieces together. When Chris explained his strategy, Kelly said, "I can see you're working very hard, and your strategy seems very helpful." Kelly invited Chris to share his strategy with his peers during circle time.

Family-Professional Partnerships

What it looks like:

- Procedures are implemented daily for encouraging bidirectional communication with families about children's individualized education programs and progress.
- Staff are encouraged to participate in meetings with families.
- Families have opportunities to contribute information on their priorities.
- Families are invited to provide feedback on the quality of the program.

Example:

Each child has a communication book in which families and teachers can exchange daily messages, including private notes. Kelly also uses e-mail daily to communicate with families. At the end of each day, classroom staff post messages about the day's activities and children's experiences on a white board outside the classroom to share with families. Kelly's program also provides support for staff to attend intervention planning meetings with service providers and families.

To exchange information on children's progress with families, the program actively encourages families to participate regularly in progress meetings and shares reports of children's progress that are parent friendly and sensitive to the cultural and linguistic diversity of families. Kelly's program also uses a system for identifying family priorities, concerns, and resources to assist with meeting children's needs.

Monitoring Children's Learning

What it looks like:

- The program uses multiple assessment methods for monitoring children's progress on individual goals.
- The program uses a combination of research-based formative assessment tools, observation notes, behavioural assessment checklists, and various other teacher-made assessment tools.
- An individualized intervention plan for each child is developed based on identified needs and specifies how interventions and supports can be embedded into classroom activities.
- All classroom staff have access to assessments, intervention plans, and progress reports from specialized therapists, and they use information for their own planning.
- Planning includes interventions that support children's needs in their home and community.
- Progress monitoring data is used to adjust interventions and instruction.

Example:

Kelly was keeping a running record of Maya's participation during Storytime to monitor her engagement following a recent embedded activity they had started implementing a few weeks ago to support her understanding of story facts. In her notes, Kelly recorded that Maya found it helpful to use story props to act out the story prior to and during retelling a story. She also noted that Maya might need more frequent prompting by an adult to help her connect the events of a story.



When you will be chosen as one of the educators who will be visited by an assessor as part of the ratings process, you may feel comfortable and eager to show the education and care you provide in your home, or you may feel nervous and uncertain. You know that the service's rating is partly based on what happens when the assessor is visiting you and you want to show your service at its best.

That is where this below topic comes in. It clearly explains what you can say to the assessor, what you can show them and what they should be able to see in your practice and in your environment, to ensure that they know you are meeting (or exceeding) every element.

Quality Area 6 Checklist – Collaborative partnerships with families and communities		
Collaborative partnerships –6.2- Collaborative partnerships enhance children's inclusion, learning and wellbeing.		
Element 6.2.1	Element 6.2.2	Element 6.2.3
Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	Effective partnerships support children's access, inclusion, and participation in the program.	The service builds relationships and engages with its community.
The assessor could see an environment:		
<ul style="list-style-type: none"> ▶ <i>That is welcoming to children in before and after school care.</i> ▶ <i>That includes books, posters and pictures reflecting people with disabilities as active members of the community.</i> ▶ <i>That is adapted appropriately to support children with additional needs (for ex, wheelchair, or walker friendly, use of lamps rather than fluorescent lights)</i> ▶ <i>That reflects the lives of children in your care, and their families.</i> ▶ <i>That reflects cultural diversity of the broader community (for ex, Aboriginal flags, multicultural food)</i> ▶ <i>With books, posters & resources that challenge stereotypes</i> 		
What will the assessor SEE?		
<p><u>The assessor could see educators:</u></p> <ul style="list-style-type: none"> ▶ Supporting families at drop off (for ex, comforting a child with separation anxiety) ▶ Setting up smooth transitions between activities throughout the day, or from an outing back to the service ▶ Showing flexibility to allow children to spend more time on an activity they are engaged in. ▶ Working with families and other professionals to support children with additional needs (for ex, changing routines, adapting spaces) ▶ Allowing time and opportunity for all children to engage with experiences. ▶ Positively acknowledging differences in families home lives (for ex, not presuming every child has a mother and father) ▶ Communicating with children to challenge bias (for ex, sexism-"you can't do that, you are a girl"-and racism-"your skin is a funny colour". 	<p><u>The assessor could see children:</u></p> <ul style="list-style-type: none"> ▶ Moving easily between parental care and FDC ▶ Comfortably transitioning from external activities ▶ Showing a sense of belonging and trust in your care ▶ Participating in group play experiences. ▶ With additional needs: <ul style="list-style-type: none"> -participating in experiences planned for by other professionals (for ex, therapists, or specialists) ▶ Sharing their home lives and interests with the service (and being encouraged to do so) 	
What will educator say?		
<u>Educators could talk to assessors about the way you:</u>		
<ul style="list-style-type: none"> • Support families when you are unable to care (what alternative care arrangements are in place) • Provide strategies to support children and families who find separating challenging. • Collaborate with families to support children transition to school. • You support children: -moving to school or preschool and -returning to care after an absence. • Committed to providing an inclusive environment. & Work with co-ordinators/other agencies to ensure inclusion. • Plan in order to support individual children. • Have selected resources to reflect diversity. • Get involved in community events, and how this is communicated to families (for ex, festivals) • Value and respect differences in families 'home lives • Raise awareness of Aboriginal and Torres Strait islander communities. • Select or borrow resources from toy libraries to reflect the cultural diversity of the wider community. 		
What will educator show?		
<u>Educators could show assessors:</u>		
<ul style="list-style-type: none"> • Written plans for children transitioning to school & Children's individual support plans • The service's policies and procedures for drop off and pickup. • Records of children's arrivals & departures (sign-in/sign-out records) • Evidence of training or professional development you have completed that supports inclusive practice. • The service philosophy, policies and procedures that reflect inclusive principles and practices. • Programs devised by other professionals that inform the program at FDC. • Communication between co-ordinators, families & support agencies working with children. • Evidence of community members visiting FDC, and excursions out into the local community. • Flyers or information available to families from local schools, community health services or local council services • Evidence of community members contributing to the program & learning opportunities involving the local community 		