

WELCOME **COMMUNITY EVENTS**



Easter is a Christian festival and cultural holiday commemorating the resurrection of Jesus from the dead, described in the New Testament as having occurred on the third day of his burial following his crucifixion by the Romans at Calvary c. 30 AD.

Public Holidays: Easter Holidays 15th – 18th April
Anzac Day 25th April

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)



NATURE PLAY WEEK – APRIL 6 - 16

Nature Play Week celebrates initiatives of all shapes and sizes that reconnect kids with nature and the outdoors. The week was developed collaboratively by individuals and organisations involved in the Kids in Nature Network.

Getting your children involved in Nature Play doesn't have to be expensive or time-consuming, it can be as simple as a visit to the local park where kids can roam free.



ANZAC DAY – APRIL 25

Anzac Day goes beyond the anniversary of the landing on Gallipoli in 1915. It is the day on which we remember all Australians who served and died in war and on operational service past and present. The spirit of Anzac, with its qualities of courage, mateship, and sacrifice, continues to have meaning and relevance for our sense of national identity. **Visit your local council website for your local service.**

AROUND THE COUNTRY

| | |
|---|---------------|
| World Autism Day | ----- 2 |
| Children's Book Day | ----- 2 |
| Ramadan | ----- 2-May 1 |
| Nature Play Week | ----- 6 - 16 |
| International Day of Human Space Flight | ----- 12 |
| Baisakhi Festival | ----- 14 |
| Easter | ----- 15-18 |
| Earth Day | ----- 22 |
| Anzac Day | ----- 25 |
| Pay It Forward | ----- 28 |

FOOD SAFETY for Children Under 5

Learn the food safety steps that will keep young children under 5 safe from foodborne illness.



FOOD SAFETY FOR CHILDREN UNDER 5



WHY ARE CHILDREN UNDER 5 AT RISK?

Young children's immune systems are still developing.

Compared with other age groups, children under 5 years old have the highest incidence of several types of foodborne infections.





Did You Know...

15% of children under 5 years old with *E. coli* O157 develop hemolytic uremic syndrome (HUS)

6% of the general population with *E. coli* O157 develop HUS

HUS can cause damage to the liver, kidneys, and pancreas and can be fatal



| SOLIDS - opened or freshly made | Refrigerator | Freezer |
|--|--------------|---------------|
|  Strained fruits and vegetables | 2 to 3 days | 6 to 8 months |
|  Strained meats and eggs | 1 day | 1 to 2 months |
|  Meat/vegetable combinations | 1 to 2 days | 1 to 2 months |
|  Homemade baby foods | 1 to 2 days | 1 to 2 months |

HIGH-RISK FOODS FOR CHILDREN UNDER 5



Raw or undercooked
Foods including meat, poultry, and eggs

Unpasteurized



milk or juice



Raw or undercooked
oysters and seafood

REMEMBER

CLEAN



Clean:

Wash hands and surfaces often.

SEPARATE



Separate:

Keep raw meat and poultry separate from ready-to-eat foods.

COOK



Cook:

Cook foods to the proper internal temperature.

CHILL



Chill:

Get leftovers to the fridge within 2 hours of being cooked.

EFFECTIVE CHILLED STORAGE



Refrigerator RULES

HAZARDS:

- Multiplication of bacteria
- Cross-contamination

CONTROLS:

- Below 5°C
- High-risk food above raw food
- All food covered
- Stock rotation
- No open cans
- Don't overload
- Colour coding

DAILY CHECKS:

- Temperature (throughout the day)
- Satisfactory storage
- Date codes
- Condition of food
- Cleanliness



**HIGH
RISK
FOOD**

**READY
TO-EAT
RAW
FOOD**

**RAW
FOOD FOR
COOKING**



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 7 Checklist – Governance & Leadership | | |
|--|--|--|
| Governance –7.1- Governance supports the operation of a quality service | | |
| Element 7.1.1 | Element 7.1.2 | Element 7.1.3 |
| A statement of philosophy guides all aspects of the service's operations. | Systems are in place to manage risk and enable the effective management and operation of a quality service. | Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service. |
| The assessor could see an environment: | | |
| <ul style="list-style-type: none"> ▶ <i>With the philosophy on display</i> ▶ <i>That allows educators to easily access service policies, philosophy, etc.</i> ▶ <i>That is organised to enable effective administration (for ex. easy sign in)</i> | | |
| What will the assessor SEE? | | |
| <u>The assessor could see educators:</u> | | |
| <ul style="list-style-type: none"> ▶ Referring to the philosophy in their decision making ▶ acting in a way that aligns with the service philosophy (for ex, if your philosophy talks about valuing free play, you would not only be offering structured activities) ▶ managing risk (for ex, managing infection control by cleaning toys) ▶ following service policies (for ex, checking a policy to guide a decision) ▶ being aware of the role of the co-ordinator & understanding their own role ▶ checking the philosophy & policies to guide decision making | | |
| What will educator say? | | |
| <u>Educators could talk to assessors about the way you:</u> | | |
| <ul style="list-style-type: none"> • Let the philosophy guide all decision making. • Use the philosophy in planning communicating with families & in practice. • Play a part in the philosophy review. • Studied the philosophy as part of your induction. • Store & update information and records • Undertake reviews of policies & checks on your home • Organise visits by co-ordinators to your home. • Completed your educator induction process. • Were introduced to the service philosophy. • Gained a thorough understanding of the EYLF, MTOP, Law and Regulations • Resolve conflict between educators & the service. • Are assisted by the service in emergency situations. | | |
| What will educator show? | | |
| <u>Educators could show assessors:</u> | | |
| <ul style="list-style-type: none"> • The service's philosophy • <u>The links between the philosophy and the NQF: examples</u> <ul style="list-style-type: none"> - That the rights & best interests of the child are paramount - That children are successful, competent and capable learners. - That the principles of equity, inclusion and diversity underlie this law. - That Australia's Aboriginal & Torres Strait Islander cultures are valued. - That the role of parents & families is respected and supported - That best practice is expected in the provision of education & care services. • Evidence of the philosophy being reviewed & feedback sought from all stakeholders. • Dairy notes of co-ordinator visits & Your visitors' record. • Service newsletters for educators • Notes you took during your induction as an educator & Excursion risk assessment • Evidence of required safety screening for residents aged 18 years & over (such as working with children checks) • Service policies about the role of educators & coordinators • Service procedures about resolution of conflict between educators and the service (such as a code of conduct or the ECA Code of Ethics) • Your completed induction package documentation (which includes details about your role and responsibilities) | | |