

**WELCOME**

For all the teachers who love the children they did not give birth to --

Happy Mother's Day.



Thank you for being a source of strength, guidance, happiness, and inspiration to all of your children's family every day...

**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)

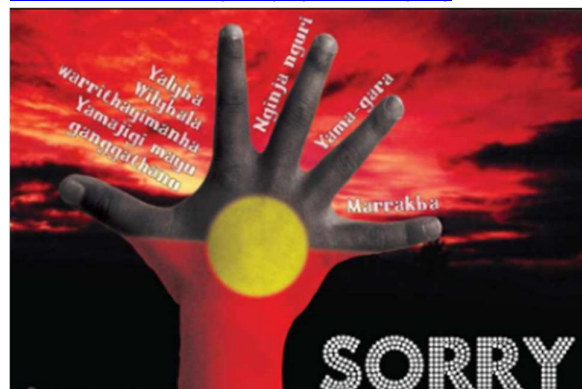
**COMMUNITY EVENTS**



**PLAY OUTSIDE DAY – May 1**

What is National Play Outside Day? On the first Saturday of the month, everybody in the nation plays outside. There are no scheduled events or activities, just go outside and do something fun.

[For more information go to playoutsideday.org](https://playoutsideday.org)



**NATIONAL SORRY DAY – MAY 26**

National Sorry Day is an Australia-wide observance held on May 26 each year. This day gives people the chance to come together and share the steps towards healing for the Stolen Generations, their families and communities. The first National Sorry Day was held on 26 May 1998 – one year after the tabling of the report 'Bringing them Home' in May 1997. The report was the result of an inquiry by the Human Rights and Equal Opportunity Commission into the removal of Aboriginal and Torres Strait Islander children from their families. [Find out more about National Sorry Day here](#)

**AROUND THE COUNTRY**

Ramadan	-----April 02-May 01
Play Outside Day	----- 1
Eid al-Fitr	-----1-2
National Families Week	-----03-09
Composting Awareness Week	-----1-7
International Star Wars Day	-----4
Mother's Day	----- 8
Migratory Bird Day	----- 14
National Sorry Day	-----26

## Regulatory requirements and the physical environment

Regulation	Requirement
Regulation 103	Premises, furniture, and equipment to be safe, clean and in good repair
Regulation 104	Fencing
Regulation 105	Access to enough furniture, materials, and developmentally appropriate equipment.
Regulation 106	Laundry and hygiene facilities
Regulation 107	Space requirements – indoor space
Regulation 108	Space requirements – outdoor space
Regulation 109	Toilet and hygiene facilities
Regulation 110	Ventilation and natural light
Regulation 111	Administrative space
Regulation 112	Nappy change facilities
Regulation 113	Outdoor space – natural environment
Regulation 114	Outdoor space - shade
Regulation 115	Premises designed to facilitate supervision
Regulation 116	Assessment of family day care residences and approved family day care venues
Regulation 117	Glass

### Making Meaning: Reading with Children. Literacy Teaching Toolkit, Education and Training:

<https://www.education.vic.gov.au/childhood/professionals/learning/ecliteracy/videos/Pages/readingchildren.aspx>

### A FEW SIMPLE TIPS ARE HELPFUL WHEN READING BOOKS TO CHILDREN

- If the book is not familiar to you, practise reading it aloud.
- Sit so that the book can easily be seen by all the children.
- Introduce the book by showing children the front cover: "What's on the cover? Yes, it's a bird sitting in a nest. I wonder what this story will be about?"
- When reading to toddlers, choose books that are not too long it is better to read one or two short picture books that hold the children's attention.
- Stories that have repetition allow children to join in and keep them engaged.
- Think about the characters in the book – try to give them their own voices and personalities by using different voice tones – this holds children's attention and helps to set the scene.
- Add some drama. If there is something scary, you might whisper and look scared; use a silly voice for funny things or a loud voice if a character is yelling.
- Use sound effects where appropriate, such as stamping your feet or making animal noises.
- Use props – they are a great way to grab children's attention. 'I've got something very special in my story bag. It has eight legs, builds a web and can run up a wall! Yes, you're right; it's...a...SPIDER!'
- If children become noisy or restless, it may signal that they are not interested in the story. You might stop, get everyone to jump like a frog (or something related to the story), curl into a ball and be very still and quiet, then sit up again ready for the rest of the story.
- Children may want to comment or point at pictures while you are reading. Pause at the end of each page to give children time to comment. You may also like to talk about details in the pictures: 'Oh look I can see a snail. I wonder where that snail is going?' 'The children is on the roof. What do you think it's going to do?'
- Make story time fun, exciting, and engaging. Use your voice, facial expressions, and movement, as well as props, to make each story a memorable experience



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		
Leadership –7.2- Effective leadership builds and promotes a positive organisational culture and professional learning community.		
Element 7.2.1	Element 7.2.2	Element 7.2.3
There is an effective self-assessment and quality improvement process in place.	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	Educators, co-ordinators, and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.
<b>What will the assessor SEE?</b>		
<b><u>The assessor could see educators:</u></b>		
<ul style="list-style-type: none"> <li>➤ Engaging in practices that match the service's quality improvement plan (for ex, exceeding the NQS in the areas designated a strengths)</li> <li>➤ Discussing ideas for improvement with families &amp; co-ordinators.</li> <li>➤ Being guided by the co-ordinator (for example, to reflect on practices)</li> </ul>		
<b>What will educator say?</b>		
<b><u>Educators could talk to assessors about the way you:</u></b>		
<ul style="list-style-type: none"> <li>• Undertook self-assessment (for ex, surveys of educators, families)</li> <li>• Is implementing the quality improvement plan (for ex, meetings to discuss areas of the service's QIP)</li> <li>• Has helped you to devise systems to document children's learning.</li> <li>• Has given you ideas &amp; strategies to extend children's learning.</li> <li>• Has worked with you during periods of change.</li> <li>• Determine which professional development you can and should engage in</li> <li>• Receive acknowledgement &amp; your effort, contribution &amp; achievement are celebrated by the service.</li> <li>• Receive feedback from your service (for example, to identify your strengths and areas for development)</li> <li>• Manage solutions where your family members may impact on the care &amp; education you provide.</li> <li>• Are encouraged to provide feedback about the support you get from the service</li> </ul>		
<b>What will educator show?</b>		
<b><u>Educators could show assessors:</u></b>		
<ul style="list-style-type: none"> <li>• Evidence of the assessment process undertaken to identify areas of strength &amp; areas for improvement (for ex, diary entries, journal records, action plans)</li> <li>• The methods used for gathering feedback from families.</li> <li>• The service's curriculum if it has one in addition to My Time, Our Place and the Early Years Learning Framework</li> <li>• Diary notes of visits by the educational leaders</li> <li>• Professional development records on topics related to educational program and practice.</li> <li>• Home visit records &amp; Induction manuals</li> <li>• Policies &amp; procedures about home visits</li> <li>• Educator position descriptions</li> <li>• Records of professional development attended.</li> <li>• Any self-assessment tools used to evaluate practice &amp; to identify improvements and strategies</li> </ul>		