

WELCOME



**MONDAY, 13 JUNE – QUEEN’S BIRTHDAY
PUBLIC HOLIDAY**

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



WORLD ENVIRONMENT DAY – JUNE 5

2022 is a historic milestone for the global environmental community. It marks 50 years since the 1972 United Nations Conference on the Human Environment, widely seen as the first international meeting on the environment. The 2022 World Environment Day campaign #OnlyOneEarth calls for collective, transformative action on a global scale to celebrate, protect and restore our planet. [Find out more here](#)



NATIONAL REFUGEE WEEK – JUNE 19-25

Refugee Week promotes harmony and togetherness. The 2022 Refugee Week theme is Healing. Australia and the rest of the world have a once-in-a-lifetime opportunity to hit the reset button on how we behave towards one another. [Find out how you can get involved](#)

AROUND THE COUNTRY

Mabo Day -----	3
World Environment Day -----	5
World Oceans Day -----	8
Global Wind Day -----	15
National Refugee Week -----	19-25

Definition of play:

“Engage in activity for enjoyment and recreation rather than a serious or practical purpose.”

Play means doing something for fun, rather than for practical reasons. The beauty of this definition is that there's no one way to play. Play doesn't mean just building with blocks or playing with cars. Play is versatile and can be different things to different people.

Here's a rundown of the 15 play types:

<p>Symbolic Play</p> <p>Using objects, or actions to represent other objects, actions, or ideas, e.g. using a cardboard tube like a telescope.</p> 	<p>Rough and Tumble Play</p> <p>Discovering physical flexibility, generally friendly and positive.</p> 	<p>Socio-Dramatic Play</p> <p>When children act out experiences, e.g. playing house.</p> 
<p>Creative Play</p> <p>Allows children to explore, try out new ideas and use their imagination.</p> 	<p>Social Play</p> <p>Any social situation where it's expected that everyone will follow the set rules like during a game.</p> 	<p>Communication Play</p> <p>Play using words, gestures e.g. charades, telling jokes, play acting, etc.</p> 

Dramatic play

Play where children figure out roles to play. Assign them and then act them out.



Imaginative Play

Play where the conventional rules, which govern the physical world, do not apply, like imagining you are a bee, or pretending you have wings.



Exploratory Play

Using senses of smell, touch and even taste to explore and discover the texture and function of things around them.



Fantasy Play

Child's imagination gets to run wild and they get to play out things that are unlikely to occur, like being a pilot or driving a car.



Deep Play

Play which allows the child to encounter risky experiences and conquer fear like heights, snakes, and creepy crawlies.



Object Play

Play which uses sequences of hand-eye manipulations and movements, like using a paintbrush.



Role Play

Play exploring ways of being, although not normally of an intense nature, like brushing with a broom, dialling with a telephone.



Recapitulative Play

Play that allows the child to explore ancestry, history, rituals, stories, rhymes, fire and darkness.



Locomotor Play

Movement for movement's sake, just because it's fun. Things like chase, tag, hide and seek and tree climbing.





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 1 Checklist – Educational Program and Practice		
Program – 1.1- The educational program enhances each child's learning and development,		
Element 1.1.1	Element 1.1.2	Element 1.1.3
<i>Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effective as communicators.</i>	<i>Each child's current knowledge, strengths ideas, culture, abilities, and interests are the foundation of the program.</i>	<i>All aspects of the program, including routine, are organized in ways that maximized opportunities for each child's learning.</i>
The assessor could see an environment:		
<ul style="list-style-type: none"> ➤ That is rich in language (ex:- Signs, books, photos, lots of speaking directly to children) ➤ That reflects the home language of the children attending (for example, signs & books in home languages) 		
The assessor could see educators:		The assessor could see children:
<ul style="list-style-type: none"> ➤ Listening to children expressing their feelings & emotions. ➤ Providing opportunities for role play ➤ Taking children's opinions into consideration in planning & Giving children's choices when appropriate ➤ Listening closely to children and paying attention to them ➤ Being flexible about routines to provide children with enough time to complete activities & joining in children's play, extending where appropriate. ➤ Encouraging children to explore using open ended play materials and using open ended questions to extend children's thinking and language skills. ➤ Working with children to problem solve, and engaging in meaningful communication ➤ Encouraging children to be inquisitive and to hypothesise ➤ Sharing experiences that encourage children to ask questions and to learn complex thinking skills ➤ Using everyday experience to illustrate and Engaging children in literacy, science, and numeracy experiences ➤ Engaging in one-to-one Communication with babies and toddlers during routine experiences and responding to cues and engaging in playful conversation ➤ Using routines & everyday experiences as learning opportunities (ex: - meal times, packing away, counting while washing hands or setting the table) ➤ Consulting with school-aged children regarding the routines and expectations ➤ Educators talking with families to gather a clearer picture of the child's current knowledge, ideas, and interests. 		<ul style="list-style-type: none"> ➤ Confidently exploring the environment. ➤ Investigating and exploring through play ➤ Collaborating with peers ➤ Expressing opinions ➤ Developing skills to communicate confidently ➤ Reaching out & communicating for comfort & assistance, and being playful (babies & toddlers) ➤ children initiating and contributing to play experiences that emerge from their own ideas and interests ➤ children exploring ideas and theories in play by using their imagination and creativity ➤ children engaging in play during long periods of uninterrupted time ➤ children repeating, revisiting and adding to projects or experiences that they have initiated ➤ children indicating their deep involvement in experiences that are rich and meaningful to them through verbal and non-verbal responses, and sustained concentration
What will educator say?		
<p><u>Educators could talk to assessors about the way you:</u></p> <ul style="list-style-type: none"> ➤ Use the service philosophy to guide all decisions and planning relating to children's learning. ➤ Set up the environment to stimulate children's curiosity. ➤ Gather information from families to provide a clear idea of the child's interests & culture and how you developed this understanding by talking to the child/family/observing. ➤ Build on each child's knowledge, skills, culture, and interests by providing specific activities for each child. ➤ The way you talk with families about learning outcomes & Plan for each child using the EYLF and MTOP learning outcomes. ➤ Plan learning experiences for each child individually & assist children to contribute to decisions. ➤ Understand that each child's personality & learning style are different, and how you plan accordingly. ➤ Use routine times as learning experiences and manage it effectively and flexibly. 		
What will educator show?		
<p><u>Educators could show assessors:</u></p> <ul style="list-style-type: none"> ➤ Service's policy relating to routines, written program, children's assessments, and documentation. ➤ Information displayed for families about the learning occurring in the program. ➤ Individual children's programs or portfolios/Observations ➤ Evidence that children are involved in their own assessments, where appropriate ➤ Certificates of training you have attended on the EYLF/MTOP. ➤ Information from families to extend children's learning ex:- Enrolment Forms, Notes taken while talking. 		