

WELCOME



Every new year is a bundle of new opportunities to perform and grow. Let us aim for higher goals in 2022 and work hard to achieve them.

COVID safety in early childhood education & care services

**Key requirements for services include:**

- For Family Day Care services, a family day care residence must ensure the residence is not open on or after 8 November 2021 to provide education or care to any child unless each person who is at least 18 years of age residing at the residence (an adult resident) has either, had two doses of vaccination, or has been issued with a medical contraindication certificate.
- Masks and face coverings
- Check in protocols (QR Code)
- COVID safe plan
- Regular cleaning
- Strong hygiene practice, including hand washing.
- Physical distancing

COMMUNITY EVENTS



Australia Day is the official National Day of Australia. Observed annually on 26 January, it marks the 1788 landing of the First Fleet at Sydney Cove and raising of the Union Flag by Arthur Phillip following days of exploration of Port Jackson in New South Wales.

EDUCATORS REMINDER

- Check Children’s **Enrolment forms** are up to date and use new enrolment form for 2022.
- Check Children’s **immunisation Due Date**
- If a young person living in your house turns 18, they must get a **Working with children check and Police Check**
- Check the **Expiration Date** on the First Aid/CPR/Child Protection certification.
- Check **Court orders, Pickup/Drop off authorisation, medical condition action plans** etc for date expiration and advise families accordingly
- Revise current **Risk Assessments** and update accordingly
- Check and restock **First Aid kits/Emergency Kits** as required
- Ensure your **COVID Safe Plan** is up to date and ready to facility upon opening

## 11 Different Ways to Record Child Observations



### Child Observation Methods (Quick)

What child observation methods can educators use to record **quick, brief observations?**



#### SHORT STICKY NOTE JOTTINGS

Quick & unobtrusive. Just add a few dot points then stick straight away into your daily diary or onto a form

#### PARENT COMMUNICATION METHODS

Our Day Forms, My Day Forms, parent communication booklets, photo collages, the information saved to a family's folder in the cloud

#### DAILY & WEEKLY REFLECTIONS

Diary notes, reflections on the program, environment, group dynamics, what worked or didn't and why etc.

#### COMMUNICATION STATION

Incorporate information compiled from a dedicated space and system for both educators and parents to write notes about current interests and learning

**No matter the style you use, always include the following information if possible**

1. Name and age of the child
2. Time of observation
3. Setting of observation
4. Date of observation

#### Quick Tip

If you tell a story, make sure it is adding to a child's journey not just stating the obvious

### **DEVELOPMENTAL CHECKLISTS**

Used as a simple guide while always keeping top of mind that all children develop differently and reach milestones on their own timeline

### **ANECDOTAL RECORDS**

Usually a short & simple story of the play & actions you saw but written in the past tense. Can easily combine with the sticky note jottings or reflections

### **CHILDREN'S WORK SAMPLES**

Use mark-making, drawings, photos of projects – group or individual, construction, crafts, photos of group play/interactions with educators, messy play etc.

### **APPS & OTHER DIGITAL DEVICES**

Recordings, audio, video, family communication apps etc.

## **Child Observation Methods (Comprehensive)**

**What child observation methods can educators use to record more comprehensive or ongoing assessments?**



### **PHOTO STORIES OF PLAY AND LEARNING**

Compile photos of a child engaged in an activity or experience. Add a few lines to describe what you saw happening

### **RUNNING RECORDS**

In this format, educators write in the present tense & include detailed information about the event as it unfolded.

### **LEARNING STORIES**

Tend to be lengthy text descriptions accompanied by photos to tell a story. Includes an educator's input & analysis on the learning that has taken place in the moment and what the child can do (not what they can't).

### **Quick Tip**

Observations must be meaningful, they must be specific, and they must support you to support the child's learning journey and their steps forward.

## Scrap Booking Ideas



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 5 Checklist – Relationships with children

*Relationships between educators & children –5.2- Each child is supported to build and maintain sensitive and responsive relationships.*

Element 5.2.1	Element 5.2.2
<b>Children are supported to collaborate, learn from and help each other.</b>	<b>Each child is supported to regulate their own behaviour, respond appropriately to the behaviours of others and communicate effectively to resolve conflicts.</b>

**The assessor could see an environment:**

- *With a range of experiences designed to encourage cooperative group play*
- *Where educators and family members model positive, socially acceptable behaviour & language*

**The assessor could see children:**

- Engaged in group projects that they have initiated.
- Establishing friendships
- Playing together cooperatively
- Negotiating roles and relationships in play
- Playing with their peers
- Interacting warmly with the educator's family
- Engaging in co-operative, helping behaviour
- Challenging other children for being unfair
- Confidently & positively expressing feelings about other children's behaviour
- Supported to resolve disagreements

**The assessor could see educators:**

- Role-modelling strategies to initiate and engage in play experiences (for ex, asking children if they can join in an activity)
- Actively playing with children, in groups and individually
- Supporting children who have trouble communicating.
- Creating opportunities for peer support (for ex group projects)
- Promoting a sense of community (for ex, talking about past shared experiences)
- Supporting teamwork between their own children and children in their care
- Actively promoting social inclusion (for ex, guiding children about racism)
- Providing older children with opportunities for leadership
- Discussing emotions & fair & unfair behaviour
- Encouraging children to listen to other's children's ideas.
- Listening to children & helping them express positive & negative emotions
- Supporting children to resolve disagreements & negotiate rights.
- Creating dramatic play & story telling experiences that enable children to express feelings.
- Role-modelling inclusive practices (for ex by expressing concern at racism and sexism)

**What will educator say?**

**Educators could talk to assessors about the way you:**

- Encourage children to appreciate diversity and difference (for ex, differences in skin colour, family make-ups)
- Provide opportunities for children to interact with others outside of your home.
- Involve your family with the children you care for.
- Use your knowledge of each child to help them understand each other's feelings.
- Support children to resolve conflict.
- Work with co-ordinators and children's families to ensure consistency.
- Program activities that encourage empathy (for ex role playing)
- How you work with families and other professionals when supporting children with behaviour issues

**What will educator show?**

**Educators could show assessors:**

- The service's interactions with children policy
- Programs that show collaborative experiences (for ex, a joint cooking project)
- Observations reflecting shared interests used in planning the program.
- Documented group learning experiences.
- Documentation from playgroup that shows children's involvement in collaborative learning.
- Information gathered from families about children's social skills.
- Inclusion plans for children with diagnosed behaviour issues (including input from families and other professionals)