

WELCOME



Valentine's Day is about passion, so I want to recognize the great passion you have for teaching. Your enthusiasm shows in the classroom.

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

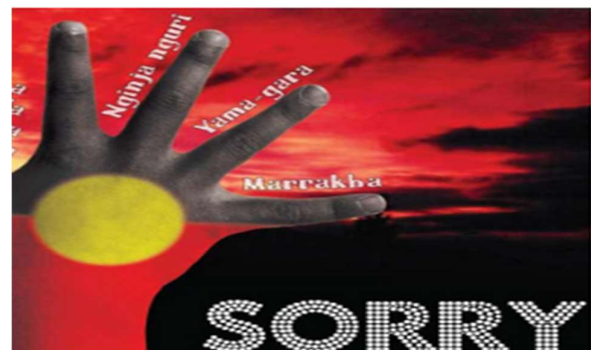
If FDC educators or someone in your family tests positive to COVID-19

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



Chinese New Year, also known as Lunar New Year or Spring Festival, is just around the corner. It will fall on **Tuesday, February 1st, 2022**, starting a year of the Tiger.



National Apology Anniversary – 13

February 13 marks the Anniversary of the National Apology to Australia's First Peoples – a sacred moment in our nation's history that must never be forgotten. There are 10 things you should know about the National Apology [read here](#)



Saturday 12th February 2022 @ 10.30pm, Londonderry.

Inclusion Matters...

Inclusion for children means...



- ❖ Playing with my friends
- ❖ Having opportunities to learn new things
- ❖ Feeling safe and valued
- ❖ Being encouraged to do things myself
- ❖ Being supported to contribute
- ❖ Making my own choices
- ❖ Everyone communicating with me in ways I understand

I belong here, I can be who I am

Inclusion for families means...



- ❖ Choosing a service and being welcomed
- ❖ Knowing that my child is safe
- ❖ Knowing our child's individual interests and strengths are acknowledged, supported and valued
- ❖ Sharing information together
- ❖ Knowing about my child's day
- ❖ My community involvement is supported

We belong here, we can be a family

Inclusion for educators means...



- ❖ Embracing the rights of all children to access and participate in programs
- ❖ Welcoming all children at our service
- ❖ Providing flexible programs and environments that meet individual needs and interests
- ❖ Building partnerships with families and communities
- ❖ Working collaboratively
- ❖ Engaging in ongoing reflection and learning
- ❖ Inviting and welcoming family and community participation
- ❖ Knowing our knowledge, skills and experience are valued

**We believe all children should experience
Belonging, Being and Becoming**



Understanding behaviour What can educators do?

We need to critically reflect on our practice individually and with our team

Knowledge and beliefs



- What do I know about each child?
- What do I know from my relationship with each family?
- How do my values impact on the way I view a child's behaviour?

Interactions



- What is my connection with each child?
- How am I being available to support children's emotional needs? Do I respond

Environments



- How does the physical environment promote positive behaviour?
- Does the environment support all children's needs? (e.g., Access, sensory, resources) What opportunities do we provide for independence and agency, in both the outdoor and indoor spaces

Routines and transitions



- How do our routines provide predictability, but also allow flexibility?
- Do my group times allow choice and support every child's needs?
- Are transitions child focussed, not educator (time) focussed?



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

Supportive relationship with families –6.1- Respectful relationships with families are developed and maintained and families are supported in their parenting role.

Element 6.1.1	Element 6.1.2	Element 6.1.3
Families are supported from enrolment to be involved in the service and contribute to service decisions.	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child’s learning and wellbeing.	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.

The assessor could see an environment:

- *That is welcoming for all families.*
- *With information available to families that asks for feedback & ideas*

What will the assessor SEE?

The assessor could see educators:

- Openly communicating & sharing information about children (for ex at drop offs)
- Openly communicating and sharing information about children’s family life and culture
- Communicating respectfully and sensitively with all families
- Answering all family’s questions and concerns promptly and courteously.
- Actively seeking family input into their child’s learning
- Sharing information with families at drop off and pickup times.
- Families being informed of any incidents involving their child.
- Discussing individual children’s needs with co-ordinators and families.
- Sharing examples of interactions with children with co-ordinators and families
- Sharing examples of children’s successes with co-ordinators & families
- Giving information and resources to families about support services (for ex, speech therapy, counselling)
- Assisting families to contact local community services (for ex, making an appointment at a community health centre)

What will educator say?

Educators could talk to assessors about the way you:

- Interview prospective families and help settling in their children.
- Regularly communicate with families
- Use different methods to communicate with families (for ex, verbal conversations, emails, newsletters, meetings, phone calls)
- Involve families in making decisions.
- Use suggestions by families to plan experiences for children.
- Address families concerns.
- Share decision making with families (for ex, newsletters asking for comment on policies)
- Provide opportunities for families to have private discussions with co-ordinators.
- Work to provide consistency between each child’s home and your care (for ex, using the same setting routine as used at home)

What will educator show?

Educators could show assessors:

- Information that invites family’s contributions and feedback
- Evidence of families being invited to participate in an event.
- Learning records that are shared with families.
- Documented feedback from families
- Experiences that show how contributions from families are used in the planning.
- Evidence of families contributing to the service’s philosophy, policies and QIP.
- Information provided to new families.
- Up-to-date information from families relating to children’s culture, likes, dislikes, routines & experiences.
- Feedback from families used to plan experiences for children.
- Suggestions families have made relating to the routine, events & activities.
- Your program reflecting family input