

WELCOME **COMMUNITY EVENTS**



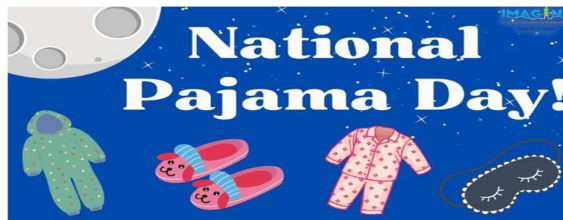
NAIDOC Week 2022 in Australia will begin on Sunday, 3 July and ends on **Sunday, 10 July** to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples.

Keeping Children’s Records In FDC

- **Child Assessments:** Until the end of 3 years after the child’s last attendance
- **Incident, Injury, trauma, and illness Record:** Keep the record until child is 25
- **Medication Record:** Until the end of 3 years after the child’s last attendance
- **Child Attendance:** Until the end of 3 years after the child’s last attendance
- **Child Enrolment:** Until the end of 3 years after the child’s last attendance
- **Death of a child whilst being educated and cared for at service:** Keep the record until 7 years form child’s death

Around the country

NAIDOC Week -----	3-10
Eid Al Adha -----	9-13
World Population Day -----	11
Asalha Puja Day -----	13
National Pyjama Day -----	22
Schools Tree Day -----	29
International Day of Friendship -----	30
National Tree Day -----	31



National Pyjama DAY – July 22

Support Little People with BIG Dreams! National Pyjama Day is all about wearing your favorite pair of PJ’s to school to help The Pyjama Foundation raise funds for children in foster care. Funds help to run a program called *The Love of Learning Program* where volunteers called Pyjama Angels are matched with a child in care and spend an hour a week focusing on learning-based activities.



Crazy Hair Day – July 29

Crazy hair day is a fundraising event that every childcare organisation and school are encouraged to participate in. It is a simple concept that allows participants to wear crazy hair styles to school or a childcare setting. Every participant makes a gold coin donation to the cause.

National Tree Day – July 31



National Tree Day started in 1996 and has grown into Australia’s largest community tree-planting and nature care event. It’s a call to action for all Australians to get their hands dirty and give back to the community. While every day can be Tree Day, this year National Tree Day will be on July 31. National Tree Day is a day to venture outdoors and get to know your community, and most importantly, to have fun! [FIND OUT HOW YOU CAN HELP!](#)

What happens if something goes wrong in Family Day Care?



If a child goes missing

If a child is lost or missing

- immediately ring Triple Zero (000) and ask for the police. Tell them you are a Family Day Care educator and a child you care for has gone missing.
- look for the child throughout the home (look in cupboards and under beds)
- if you believe the child has left your home don't leave the other children to look for them
- call your FDC Provider



If a child gets hurt or you do

It is possible when you are caring for children as an FDC educator an accident or serious injury to the children or yourself could happen where medical attention or hospitalisation is required.

Whenever an accident or injury has happened, apply first aid according to the first aid procedures you have been taught. As soon as possible call Triple Zero (000) and ask for an ambulance.

Once the ambulance has come or when it is on its way call your FDC Provider.

Remember you need to look after the other children while you are treating the injured child.

The impact of an incident or injury to a child may not become apparent till later in their life. Because of this we need to keep accurate records of:

- any incidents in relation to a child,
- any injuries received by a child
- trauma to which a child has been subjected
- any illness that becomes apparent at the service

Any time any of these things happen you need to complete an *Incident, Injury, Trauma and Illness form*. Your FDC Provider will explain how to do this.

If a child becomes seriously ill

Young children can become seriously ill quickly. If a child you are caring for has signs of a serious illness or you are concerned call an ambulance.

You need to dial Triple Zero (000) and ask for an ambulance if a child you are caring for has a fever and one or more of the following:

- seems very sick
- problems breathing
- a stiff neck
- light hurts their eyes
- a bulging fontanelle (soft spot on a baby's head)
- you can't wake them or they're unusually sleepy
- they have a fit or convulsion

If a child you are caring for has a medical plan because they have a medical condition such as anaphylaxis, asthma or diabetes and they show symptoms of that condition you need to follow their medical plan.

This may mean giving them emergency treatment such as asthma medication, antihistamine tablets or adrenaline (via an EpiPen injector) or insulin or fruit juice or sugar.

It is important that you follow each child's individual plan and call an ambulance if necessary.

Don't Break The Law

As a Family Day Care educator you always have to follow special laws when things go wrong at Family Day Care. The main laws are the **Education and Care Services Law**, and the **Education and Care Services Regulations**.

The best way to get an understanding of the law and regulations is to talk to your FDC Provider. They will help you to understand the law.

The other way is to read the *Guide to the NQF*. You can find it at www.acecqa.gov.au/nqf/about/guide

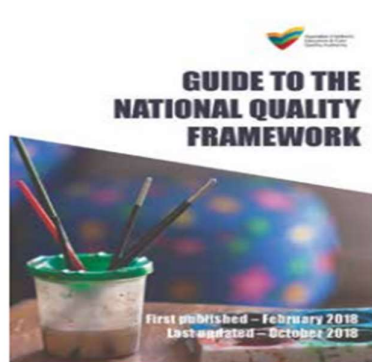
The laws and regulations are designed to keep children safe while in your care.

The most important parts of the law and regulations in regards to when things go wrong require a **FDC educator** to:

- take reasonable precautions to protect a child from harm and from any hazard that might hurt them (*Section 167 of the Law*)

- notify parents as soon as possible if any child is involved in a serious incident while in your care (*Regulation 12 and 86*)
- fill out a specific form (an *Incident, Injury, Trauma and Illness* record) which your FDC Provider will give you about what happened to the child what you did (including any first aid or medicine you gave. This form must be given to your FDC Provider within 24 hours. (*Regulation 12 and 87*))
- keep a record of any serious incident, injury, trauma and illness that happens to a child (*Regulation 12 and 87*). (Your FDC Provider will give you the forms to do this on)
- keep a first aid kit that has first aid supplies, is easy to recognise and easy to get to (*Regulation 89*)

If you break these laws and you are charged and found guilty by a court you can face fines. Not knowing what the law is does not excuse you.



- follow your FDC Provider's incident, injury, trauma and illness policy and procedures. These outline what you must do in the event that a child is injured, becomes ill, or suffers a trauma. (These are known as serious incidents.) (*Regulation 12, 85 and Regulation 168*)

The laws and regulations are designed to keep children safe while in your care.

Your **FDC Provider** is required to do certain things under the law and regulations:

- complete a risk assessment to work out what might go wrong while you are caring for children, and have a policy which tells you what to do in the case of an emergency. (*Regulation 97*)
- Make sure you have an written emergency and evacuation plan for your home displayed next to each exit (*Regulation 97*)
- practice evacuating your home with the children every 3 months (evacuation drills) and keep a written record of these drills (*Regulation 97*)
- inform all the parents of children you care for if any child attending your FDC has an infectious disease (*Regulation 88*)

Where to find out more

Want to know more about what to do if something goes wrong in Family Day Care?



Ask

The NSW Department of Education. The Department is the Regulatory Authority for FDC services. Call the Information and Enquiries Line 1800 619 113 or email ececd@det.nsw.edu.au

Read

The other booklets in these series www.nswfdc.org.au/greatspaces
Guide to the National Quality Framework
www.acecqa.gov.au/nqf/about/guide
Managing Emergency Situations in Education and Care Services
www.nswfdc.org.au/emergency

Watch videos

Great spaces, Safe spaces videos at www.nswfdc.org.au/greatspaces



Look at websites

www.familydaycare.com.au
www.nswfdc.org.au
www.whatstheplanstan.govt.nz
www.wikihow.com/Teach-Children-Fire-Safety

Read the curriculum

The *Early Years Learning Framework* (the curriculum for FDC and other early education and care services) has been translated into 11 different languages. www.nswfdc.org.au/EYLF

The Framework for School Aged Care (the curriculum for FDC for school aged children) is available in English only. www.nswfdc.org.au/MTOP





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		
Practice – 1.2- Educators facilitate and extend each child's learning and development.		
Element 1.2.1	Element 1.2.2	Element 1.2.3
Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions, and feedback.	Each child's agency is promoted enabling them to make choices and decisions that influence events and their world.
The assessor could see an environment:		
<ul style="list-style-type: none"> ➤ That is set up to be flexible and offer open ended play experiences (for example activities that have no rules to follow) & With resources that are open ended (for example, natural materials such as pinecones, stones, sticks) ➤ Environment that allows children to choose resources/play equipment. ➤ That promotes independence (for example handwashing, toileting) 		
The assessor could see educators:		The assessor could see children:
<ul style="list-style-type: none"> ➤ Educators providing time, space and learning experiences that facilitate thoughtful and challenging conversations. ex asking Why Questions with children ➤ Educators providing instructional/intentional support to children during play, routines, and transitions. ➤ Responding to each child's unique learning style with appropriate ideas and encouragement ➤ Educators engaging with children by listening, showing interest, and asking open-ended questions to encourage thinking and conversation. ➤ Allowing children to solve their own problems. ➤ Educators modelling mathematical and scientific language and concepts. ➤ Educators joining in children's play when invited, taking on a range of roles and co-constructing. ➤ Educators making use of spontaneous 'teachable moments' to extend children's learning. ➤ Educators responding to children's learning dispositions by commenting on them and providing encouragement and additional ideas. ➤ Arranging play experiences, routines and the physical environment so that children have a range of opportunities to make choices about what they will do and how they will do it. ➤ Providing children with strategies to make informed choices about their behaviours. ➤ Engaging in genuine encouragement when children attempt to learn a new skill or acquire knowledge. ➤ Responding to children who may require additional support or attention 		<ul style="list-style-type: none"> ➤ Engaging in meaningful conversations with educators ➤ Playing enthusiastically and showing curiosity ➤ Using their own ideas to develop play experiences. ➤ Responding to educator's scaffolding and questioning ➤ Using feedback to extend their own learning. ➤ Children confidently making choices (ex: eating when they are hungry, choosing what they eat) ➤ Expressing opinions ➤ Initiating play experiences ➤ Showing empathy and understanding of other's feelings ➤ For school aged children: - choosing what activities they participate in and being involved in decisions that affect them.
What will educator say?		
<p>Educators could talk to assessors about the way you:</p> <ul style="list-style-type: none"> • Use the children's input into planning & Empower children to learn their own style. • Use open ended questions with children. • Provide children with appropriate challenges. • Make decisions that build on children's existing knowledge and skills to enhance their learning. • Respond to children's ideas and play, expertise, and culture. • Give children the opportunity to make choices (ex-mealtimes, activities, sleep time) 		
What will educator show?		
<p>Educators could show assessors.</p> <ul style="list-style-type: none"> • Children's Documentation & Observations you have made about children, and how your program uses these. • Your reflective diaries or journals, program & it is based on observations. • Notes of meetings with co-ordinators to discuss children's learning and any strategies to extend a child's learning. • Documented reflective practices & Collaborative projects lead by children. • The service's behaviour guidance policy, communication with children policy. • The service's philosophy statement that recognises children's rights • The program – with experiences where children have initiated the idea, or it has developed from collaborating with peers. 		