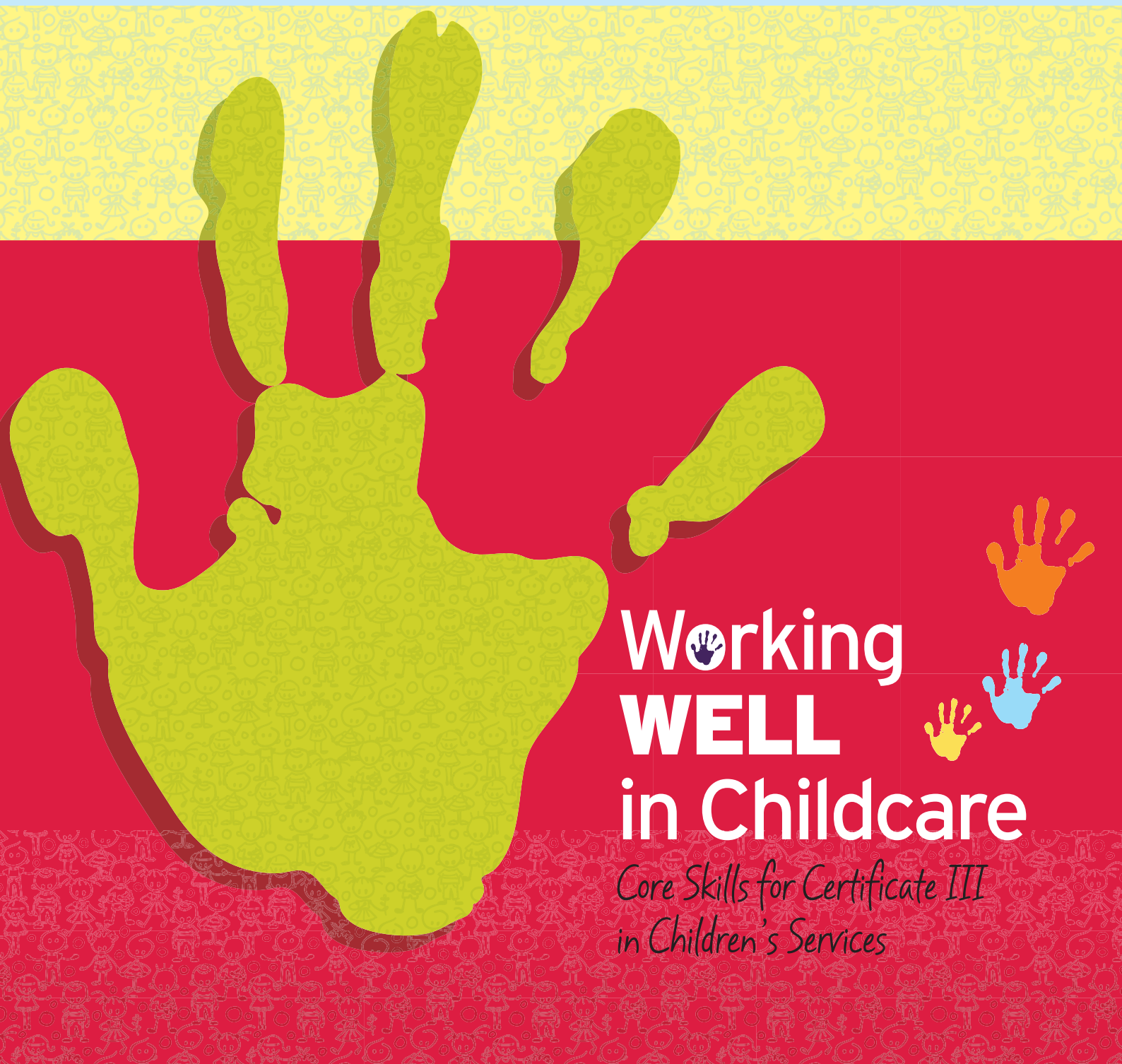


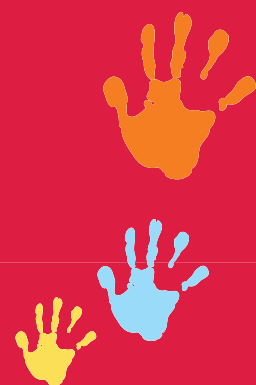


Australian Government



Working **WELL** in Childcare

*Core Skills for Certificate III
in Children's Services*



Working WELL in Childcare

Core Skills for Certificate III in Children's Services



Australian Government



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|------------------|------------------------|
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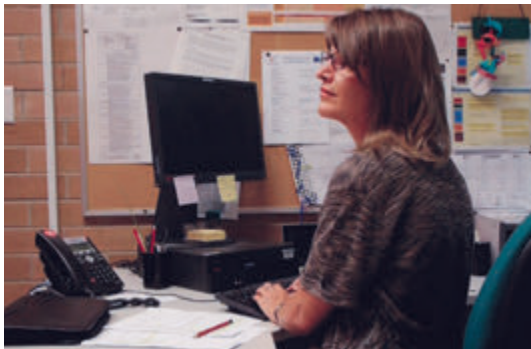
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Welcome to Binbeena

Meet the staff

Binbeena Childcare Centre is a community based long day care centre which caters for children from birth to school age. It is open from 8.00 am to 5.30 pm from Monday to Friday, 50 weeks of the year. It has seven full-time and one part-time dedicated, qualified and professional childcare educators. The team is led by the director.

Activity WB.1 Get to know the childcare educators and which teams they work in.



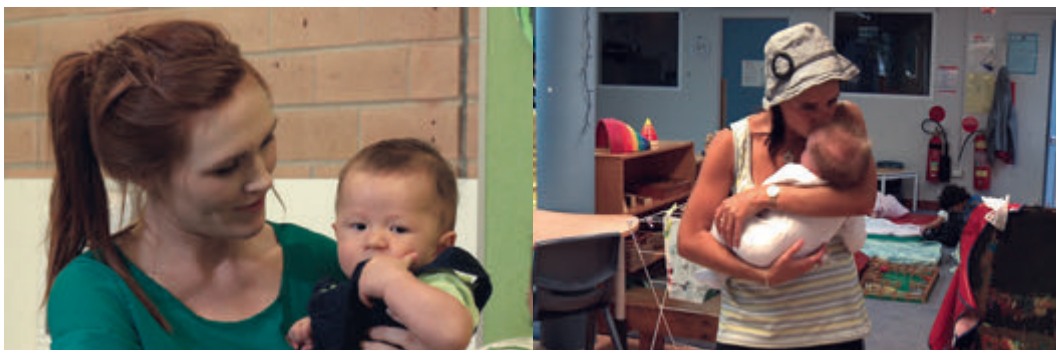
Kate the director



Jasmine, Ben and Jenny
Preschoolers' room



Grace, Maria and Paul
Toddlers' room



Hayley and Jade
Babies' room





Watching the video: meet the staff

In the next six parts of this training resource you will see some of the staff at Binbeena Childcare Centre doing daily routine tasks and interacting with children, their parents and each other in their roles as childcare educators.

Activity WB.2 Watch the DVD (Welcome to Binbeena) and listen to the director and seven of the childcare educators. Make notes on the things they say about their qualifications, experience, beliefs, interests and practice, in early childhood education and care.



a Position _____

Qualifications _____

Experience _____

Beliefs/Interests/Practice _____



b Position _____

Qualifications _____

Experience _____

Beliefs/Interests/Practice _____



c Position _____

Qualifications _____

Experience _____

Beliefs/Interests/Practice _____





d Position

Qualifications

Experience

Beliefs/Interests/Practice



e Position

Qualifications

Experience

Beliefs/Interests/Practice



f Position

Qualifications

Experience

Beliefs/Interests/Practice



g Position

Qualifications

Experience

Beliefs/Interests/Practice



h Position

Qualifications

Experience

Beliefs/Interests/Practice



Reading: our philosophy

Binbeena Childcare Centre has a philosophy or set of beliefs, values and attitudes about children, learning and families. This philosophy is the foundation of the policies and procedures that guide what the childcare educators do every day.

Activity WB.3 Read the philosophy. It talks about:

- a What the centre believes about children
- b The kind of learning experiences they want to provide
- c The role of families

Find the topics and write a, b or c next to them.



Our philosophy

The Binbeena Childcare Centre team recognises that each child is a unique individual whose gender, cultural identity, beliefs, family background, temperament, ability and additional needs are to be treasured. We value the self esteem and voices of all children and allow them to be listened to.

Our aim is to make each child feel that they are loveable, capable and unique individuals with a right to equal opportunities regardless of their differences. We encourage children to understand and appreciate the similarities and differences in others.

We aim to provide safe, healthy, secure, happy and stimulating environments and diverse learning programs which allow the optimum development of each child as an individual and as a member of the community. We achieve this by working as a team to encourage each child to move comfortably through each milestone of their development in all domains – physical, emotional, social, creative and expressive, cognitive, mathematics, science, language and literacy.

Our child-centred program is flexible and based on the interests, needs and abilities of the children as individuals, as a group and in partnership with the child's family.

We value and respect the partnership between parents and staff in educating and caring for their child. We encourage parents to be involved in our centre, to contribute ideas and take an interest in their child's development and growth.



Activity WB.4 Discuss these questions about the centre philosophy document with a partner. Check your answers with your trainer or mentor, and then make some notes about the philosophy.

- a Who would read the philosophy?
- b Where could they find a copy of it?
- c Who do you think wrote it?
- e Why was it written?

Activity WB.5 Read these statements about Binbeena Childcare Centre philosophy and write if they are true (T) or false (F).

- a Every child at the centre is special in their own way. ☐
- b Developing self esteem and listening to children are very important. ☐
- c Every child should have an equal chance to develop and learn. ☐
- d A good environment is safe, healthy, secure, happy and stimulating. ☐
- e It's more important to develop as an individual than part of a community. ☐
- f Binbeena helps each child to make progress at their own rate. ☐
- g Programs at the centre cover all the important aspects of a child's development. ☐
- h Families are very important and are welcome at the centre. ☐

Activity WB.6 Match the word on the left with its meaning on the right, as used in the centre philosophy. Write the letter in the space.

| | | |
|-----------------------------|--|--|
| a a unique individual | | a place that is interesting and challenging and encourages a child to learn |
| b self esteem | | the best possible results in a child's learning, communicating, forming relationships and growing physically and emotionally |
| c equal opportunities | | planned ways of teaching and learning that are varied to suit an individual child or group |
| d a stimulating environment | | skills a child learns, (talking or walking), that indicate a new stage in development, eg from being a baby to a toddler |
| e optimum development | | a child who is special in their own way |
| f diverse learning programs | | about mental activity such as thinking, reasoning, solving problems |
| g milestones | | a child's sense of how he/she is valued and respected |
| h cognitive | | the same chance to experience what other children experience |



Reading: the centre

Activity WB.7 Study the floor plan and locate the following:

main entrance

foyer

kitchen

toilet block

babies' room

cot room

toddlers' room

preschoolers' room

director's office

staff room

laundry

staff toilet

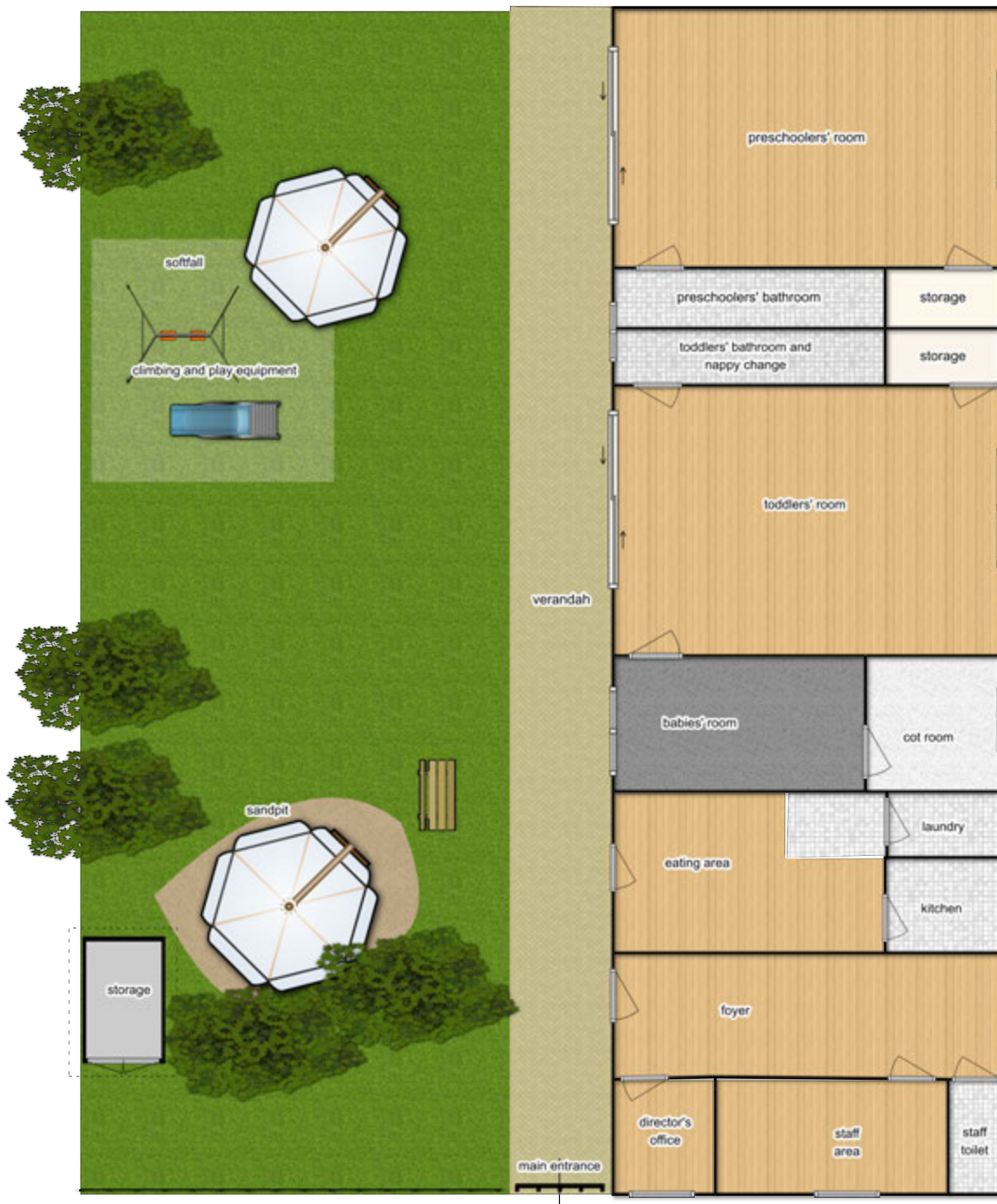
outdoor play area

climbing equipment,
softfall

shed

sandpit

storeroom



Activity WB.8 Label the pictures of the childcare centre. Use the words in the box.

sandpit

bathroom

nappy change area

outdoor play area

indoor play area

sleeping area

indoor storage

kitchen

foyer

climbing equipment
and softfall



a _____



b _____



c _____



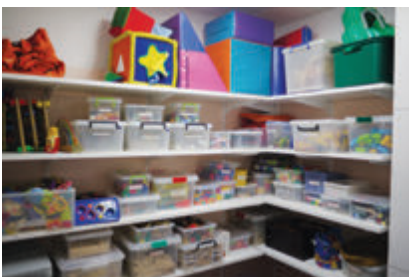
d _____



e _____



f _____



g _____



h _____



i _____



j _____



Talking about: the childcare centre

Activity WB.9 Use the floor plan on page 6 to locate spaces. Discuss and make notes on the following questions with your partner, trainer or mentor.

a How are children grouped at the centre?

b Why do you think the toddlers' room is bigger than the preschoolers' room?

c Why does the babies' room have a separate cot area?

d What spaces might be used for quiet activities?

e What spaces are there for routine tasks?

f What different kinds of storage spaces are there?

g What play areas are there? What safety issues have been considered?

h Which areas do you think are 'high traffic'?

i Which areas would be good for providing parent information and education?

j Where is the Director's office located? Why?



Vocabulary: equipment and materials

You can use the mind map on this page to record and learn words. A mind map is a diagram used to show words or ideas that are linked around a central word. As you work through the parts of this training kit, you can add words to the mind map.

Activity WB.10 Look at the following mind map of Binbeena Childcare Centre. Add new words as you learn them.



Learning tip

Another way to learn words is to build your own print or digital dictionary where you can enter new words and their meanings. You can also create a digital picture dictionary or you can get a dictionary app for your smart phone. Review your entries often and test yourself.

PART 1:

Keeping safe and healthy

The staff at Binbeena Childcare Centre work hard to make a safe, secure and healthy environment for everyone - the children, their families, visitors and themselves. As childcare educators set up for the day, settle and care for the children, carry out routine tasks and provide learning experiences, they must follow the safe practices that are required by regulation and the policies at their centre.

In this part you will watch some video segments about keeping safe and healthy at Binbeena Childcare Centre. You will see:

- childcare educators setting up for the day
- childcare educators using safe work practices
- a parent asking about a safety concern



You will also:

- practise communicating with colleagues and parents
- read
 - work health and safety (WHS) information
 - policies and procedures
 - a policy about sun safety
 - a daily safety checklist
- practise some numeracy measuring length and distance
- develop vocabulary skills in WHS contexts



Watching the video: setting up

It's another busy day at Binbeena Childcare Centre. The childcare educators are setting up for the day. There are some everyday routine tasks that have to be done inside and outside. Some tasks are done by one worker and some are done with a colleague. Some tasks may be extra requests from the director.



Activity 1.1 Before you watch the video, think about some of the tasks that are done to set up at the beginning of the day in a childcare centre. Discuss this with your partner, trainer or mentor and make some notes.

Activity 1.2 Read the questions and then watch **Part 1 Scene 1** of the DVD.

a What tasks are Maria and Grace doing on their own?

b What two tasks does the director ask Grace and Maria to do?

c Why does Maria come back with a hat?

d What other WHS advice does Maria give Grace?



Talking to colleagues: giving instructions

Childcare educators often have to give instructions to each other. The instructions need to be clear and not confusing so they can be easily followed.

Activity 1.3 Watch **Scene 1** again. Listen to the instructions the colleagues give to each other.

Activity 1.4 Underline the instruction words in the things Maria and Grace say.

- a Hang on. I'll give you a hand.
- b Just wait for me.
- c Don't try to go and move things on your own.
- d Hang on a minute and I'll be back.
- e You just grab your end and I'll grab mine.



Activity 1.5 Read about giving important instructions.

When we want to emphasise that an instruction is important we can:

- use negative instructions eg
***Don't lift** that on your own. **Don't leave** that door open.*
- add markers eg
***Remember** to secure the cover over the sandpit.
Make sure you sterilise the baby bottles.*
- insert adverbs eg
*We **always** use some disinfectant. We **never** leave those windows unlocked.*
- use modal verbs eg
*You **have to** bend your knees. You **must** clean up the spill first.*

Add extra words to emphasise the importance of these instructions.

- a Wash your hands.

- b Wipe down the shelves.

- c Check the gates are locked and working properly.

- d Leave the door open.

- e Check the sandpit for animal droppings.

- f Set up the equipment in the right place.





Talking to colleagues: giving indirect instructions

Instructions also need to be polite to make the relationship between colleagues friendly and relaxed. You can soften what you say by using an indirect instruction. Indirect instructions use extra phrases before or after the instruction words.



Activity 1.6 Read the indirect instructions. Then underline the extra words that make the instructions more friendly and polite. The first one has been done for you.

- a It's a good idea to check with the parents.
- b We can move the table outside now, if you're ready.
- c Sounds like you should try a different activity.
- d And don't forget you need to empty the children's lockers.
- e I think you'll have to sweep the path near the gate.
- f You'll need to wash the toys in soapy water.
- g Maybe you should use a ladder to reach that box.
- h Wait until I've spoken to the director, if you don't mind.
- i Can you please wash it all and cut it into pieces?

Activity 1.7 Change the following direct instructions to indirect instructions.

- a Use gloves and tongs when you're serving the fruit.

- b Get someone to help you move the jouncing board out of the shed.

- c Clean up this spill.

- d Give me a hand with the sandpit cover.

- e Sterilise the dummies before you leave.

- f Check all the windows and doors are locked.



Talking to colleagues: giving advice and making suggestions

Childcare educators often need to give and respond to advice and suggestions. In a childcare centre there are always staff who are more or less expert. Expert staff are a resource to be used. They will often give you advice or you can ask their advice.

Activity 1.8 Read the advice Maria and Grace give and the suggestions they make. Underline the words they use to give advice and make suggestions.

- a Let's move the metal platform here.
- b No it's not that heavy but it's always a good idea to keep your back straight and bend your knees.
- c We've just got to get the room set up.

Activity 1.9 Read about ways we can give advice and make suggestions.

- You can use a **question**. This gives the person a chance to respond positively or negatively eg
What about asking the director about it?
Why don't you put the bookcase over there next to the doorway?
How about putting the heavy boxes on the lower shelves?
- You can use a **modal verb** if you want to emphasise the importance of something eg
*You **shouldn't** try to move that on your own.*
*I reckon you **ought to** check with the Director first.*
*You'd **better not** forget to lock the windows before you leave.*
- When you think the suggestion or advice may not be accepted you can say eg
Do you think you would be able to stack the furniture outside?
Would you consider talking to the director about it?
Maybe try to move the play equipment out of the traffic.

Activity 1.10 Write some advice or make a suggestion to a co-worker for these situations.

- a There are some fallen branches in the sandpit.

- b You see a co-worker trying to move the jouncing board alone.

- c You find a broken window in the toddler's room.

- d There isn't enough softfall under the climbing equipment.

Useful phrases

Activity 1.11 Study the language bank.

| | |
|--|---|
| Saying what you're doing | <i>I'm setting up the sandpit but I'll be finished soon. I'm just going to ask Kate where she wants us to put the table. I'll be outside for a few minutes setting up the sandpit. Josh asked me to give him a hand. I'll be about five minutes.</i> |
| Offering help | <i>Do you want me to give you a hand? Give me a few minutes and I'll be back. Would you like me to do that for you? I can do that if you want.</i> |
| Asking for help or making a request | <i>Hey Mel, have you got a minute? Could you find time to sweep the verandah? Can I ask you to have the paperwork done by this afternoon? Would you check the gate is self-locking?</i> |
| Giving instructions | <i>Could you pick up the rubbish and put it in the bin? I think you'll need to rake the sandpit. Would you mind helping with the jouncing board? Can I ask you to get some disposable gloves?</i> |
| Making suggestions | <i>It'd be good if you asked Jenny to help you. Using the trolley would be a good idea. What about using the ladder to reach the shelf? Maybe get a bucket and mop to clean up the spill.</i> |
| Giving advice | <i>Don't try to do that by yourself, will you? It's very important to explain the danger to the children. You mustn't do that because you could hurt yourself. Whatever you do, don't leave the baby crying in her cot. If I were you, I'd ask the child's parent about it.</i> |

Practising your skills: talking to colleagues

Activity 1.12 This scenario happens during the day at a childcare centre. Read the scenario and then practise what you would say.

There are some large boxes of toys in the storeroom to be moved to the toddlers' room. Offer to help a colleague move them.

You suggest using a trolley instead of carrying them. You give advice to your colleague about how to stack the boxes on the shelves in the toddler room.

Tell your colleague about how to stack the large ones on the bottom and the light ones on top shelves.

Suggest you lift the big boxes together. Remind her/him to bend her/his knees and keep her/his back straight when lifting.





Watching the video: a parent concern

Binbeena Childcare Centre encourages parents to discuss any concerns they have with their children's care.

Activity 1.13 What kind of concerns do you think parents might want to discuss with childcare educators? Discuss with a partner, your trainer or mentor and make some notes.

Activity 1.14 Watch **Part 1 Scene 2** of the DVD and then answer the questions.

a What is Zoe's mother worried about?

b How does Maria reassure Zoe's mother? Complete what she says.

Mother: *Don't you think that's a bit dangerous?*

Maria: *Yeah, it could be but we only let children use them*

when they're under _____ with the

right number of _____ and we only

have the activity for a _____. It's always really carefully watched.



c What reasons does Maria give for using real tools? Complete what she says:

Maria: *We think it's a good opportunity for the children to _____ using*

the real thing – you know, like the kind you use at home and it's a chance for them to

explore and _____ when they're in a

_____ environment.

Mother: *I see.*

Maria: *Children like using the real thing. Quite often they'll show _____ at*

all when you give them those plastic things.

d What other action does Maria suggest to Zoe's mother?

e What does Zoe's mother decide to do?





Talking to parents: responding to a parent concern

The childcare educator responds to the parent's question about the tools in the sandpit by:

- acknowledging the concern or problem
- explaining reasons
- offering a solution

Activity 1.15 Watch **Scene 2** again. Label the three parts of the childcare educator's response.

| | |
|--|---|
| | <i>Yeah it could be ...</i> |
| | <i>... but we only let children use them when they're under strict supervision with the right number of staff. And we only have the activity for a set time. It's always really carefully watched. We think it's a good opportunity for the children to experience using the real thing – the kind you see at home. And it's a chance for them to explore and learn when they're in a safe environment.</i> |
| | <i>But look if you want to discuss this with the director, she'd be happy I'm sure to talk about it.</i> |

Activity 1.16 Read the conversation. Kai's father is worried about his son using the climbing equipment. He talks to Jasmine about it. Label where Jasmine:

- acknowledges his concern
- explains reasons
- offers a solution

Kai's father: *I don't want my son to play on the big equipment. It's too high and he could fall and have a bad accident.*

Jasmine: *Yes, I can see how you might be worried about that. But we want to make sure the children all do a lot of active play and this equipment is especially designed for children Kai's age. It's made of child-safe materials according to the standards.*

Kai's father: *Yes, but Kai's a risk-taker. He doesn't understand danger.*

Jasmine: *There are always two of us supervising the children on this equipment. And they really enjoy using it.*

Kai's father: *Yes, I understand that but I just don't like him climbing.*

Jasmine: *We can use some other equipment for his gross motor play but if you want to talk to the director about it, she'll be happy to do that.*

Kai's father: *I'll talk to her. Thanks.*



Useful phrases

Activity 1.17 Study the language bank.

| | |
|---|--|
| Acknowledging the concern or problem | <i>Yes, I understand how you feel.</i> <i>Yes, parents are often concerned about this.</i> <i>I can see you're upset about this.</i> <i>Mmm, thanks for letting us know about that.</i> <i>Yes, I can see why you'd be worried about that.</i> |
| Explaining reasons | <i>We do this because ...</i> <i>The reason we do it like that is ...</i> <i>We use this because ...</i> <i>We want all the children to have ...</i> |
| Offering a solution | <i>We could ...</i> <i>If you'd like to speak to ... about it ...</i> <i>Do you want to ...</i> <i>What about ...</i> <i>How would you feel about ...</i> |

Practising your skills: talking to parents

Activity 1.18 Read the situations that describe issues a parent might discuss with a childcare educator. Use the model you saw in the video and in Activity 1.16 to talk to the parent.

- Amy's mother notices on the daily information sheet that her daughter Amy didn't have a sleep today. She wants her daughter to have a sleep every day.
- Lien's father arrives to pick up his daughter and notices her nappy is wet and hasn't been changed. He thinks the staff have been careless not to notice.
- Bryn's father arrives at the centre and sees his son playing outside without a hat. Bryn was wearing his hat a few moments ago but he isn't now. His father wants to know why Bryn isn't wearing sun protection.
- When Jun's mother comes to the centre she finds Jun playing outside with the childcare educators and other children. She doesn't want him to play outdoors. She's frightened of snakes and spiders.
- Zac's father looks at the daily record folder to find out what learning experiences the children are having. He can't see any mention of his son. He wants to know why the childcare educators didn't write about Zac.
- When Joe's mother arrives to pick up Joe she finds him alone in the cot room. She wants to know why.





Reading: work health and safety (WHS)

WHS is about the health, safety and welfare of all the people in the workplace.

Activity 1.19 What health risks, accidents or injuries do you think might happen to workers in a childcare centre? Discuss this question with your partner, trainer or mentor and make some notes.

Activity 1.20 Read about WHS at Binbeena Childcare Centre and answer the questions.

At Binbeena Childcare Centre the purpose of WHS is to provide a safe, secure and healthy environment for all childcare educators, the children, their families and visitors. There are policies and procedures in place at the centre that cover health and safety risks to everyone. The centre also has procedures to regularly assess health and safety risks. WHS is regulated by law. The centre must meet the government's legislation to continue to operate.

Each childcare educator must act on their own and as a team to:

- take care of their own safety and the safety of others
- follow centre procedures and guidelines
- attend training
- report accidents and incidents
- take part in safety audits (checking the safety of everything)
- identify and report hazards
- maintain hygiene and housekeeping standards
- use equipment and work materials including chemicals safely



Activity 1.21 Answer the questions.

a Why is WHS important?

b Who is responsible for WHS?

- c Tick which of the following tasks are part of WHS.
- ☐ being prepared for an emergency evacuation
 - ☐ washing hands to control infection
 - ☐ food safety when preparing and serving food for children
 - ☐ handling chemicals – disinfectants, detergents, etc.
 - ☐ lifting children into cots and highchairs
 - ☐ knowing what to do in an emergency
 - ☐ noticing a broken piece of outdoor equipment and reporting it
 - ☐ taking part in a safety audit
 - ☐ helping to form a new policy on changing nappies
 - ☐ taking part in a training session on using chemicals safely
 - ☐ reporting that you are stressed because you aren't getting enough time to take a tea break



Reading: policies and procedures

Childcare centres have WHS policies and procedures.

Activity 1.22 Complete the definitions. Write policy or procedure.

- a A _____ is a statement about the way things are done at the childcare centre.
It describes the standards and guidelines for the ways things are done.
- b A _____ is a set of steps that tell you how something will be done safely.

Activity 1.23 Read the following. Is it a *policy* or a *procedure*? Write your answer.

a

The centre will limit the spread of infection between children, other children and staff by having hand-washing guidelines and standards.

This is a _____.

b

When washing hands all staff should:
Use liquid soap and running water.
Rub your hands and wash them for ten seconds.
Wash your hands all over – backs of hands, wrists, between fingers and under nails.
Rinse well for ten seconds.
Turn off the tap with a paper towel.
Press dry your hands with a new paper towel.

This is a _____.

c

Food preparation and serving staff must:
Wash hands before and after handling food or utensils.
Wear a hair covering that completely covers hair if practicable.
Avoid directly touching ready-to-eat food by following proper food handling techniques and using clean implements and gloves.

This is a _____.

d

The centre will minimise food borne illness in children and staff by using food hygiene and safe food handling practices.

This is a _____.



Talking about: manual handling

Manual handling in childcare is any activity where you have to use force to lift or lower, push or pull, carry, hold or move a child, goods or equipment. There is a lot of manual handling in childcare and if you don't manage it correctly you can injure yourself, another worker or a child in your care.

Activity 1.24 Discuss the good practices in manual handling that you can see in the photographs. Work with a partner, your trainer or mentor and write a caption for each photo.



a _____



b _____



c _____



d _____



e _____



f _____



Talking about: other safe work practices

Activity 1.25 How are these childcare educators reducing the risk of injury and illness by using safe work practices? Discuss the question with a partner, your trainer or a mentor.





Reading: sun safety

Sun safety is part of WHS and childcare educators have an important role in teaching healthy sun habits to young children, to prevent the risks of skin cancer from too much sun exposure.

Activity 1.26 What do you expect to read in a sun safety policy? Discuss this question with your partner, your trainer or mentor. Then read the policy.



Sun Smart Policy

The centre will protect children from the dangerous and adverse effects of sun exposure and adhere to a strict Sun Smart Policy.

When planning the outdoor environment, high priority has been given to the provision of shady areas eg shade structures and tree planting. An annual shade audit will be conducted.

Babies and infants will not be placed directly in sunlight in any circumstances. Toddlers and preschoolers must be indoors or in the shade between the hours of 11.00 am and 2.00 pm all year, and between 11 00 am – 3.00 pm from 1st October to 31st March.

The Centre will provide 30+ sunscreen for staff and children over 12 months of age or parents may choose to provide their own. This will be applied 20 minutes before children go outside.

Each family must provide a hat for their children to wear while outdoors. This hat is to remain at the centre. Hats are to be worn at **ALL** times throughout the year.

Please note that our **NO HAT, NO OUTDOOR PLAY** policy will be strictly enforced for children without hats.

Parents must ensure that all children wear appropriate sun protection clothing such as longer sleeved shirts, longer shorts and skirts when playing outdoors or on outdoor excursions.

Centre staff will model appropriate sun protection behaviour by wearing sun protection clothing, hats and SPF 30+ sunscreen and seeking out shaded areas outdoors and on outdoor excursions.

Sun safety information from the Cancer Council will be displayed. Parents will be provided with Sun Smart information via brochures and newsletters.



Activity 1.27 Use headings to divide the sun smart policy into parts. Write the heading in the correct place on the policy document.

- a **The outdoor environment**
- b **Outdoor time**
- c **Sunscreen use**
- d **Protective hats and clothing**
- e **Education**

Activity 1.28 Write short answers to these questions.

- a **The outdoor environment** How has the centre provided shade?

- b How do they make sure there is enough shade at the centre?

- c **Outdoor time** Why do you think children must be indoors or under shade at special times of the day? At special times of the year?

- d What about babies and toddlers?

- e **Sunscreen use** What rules are there about sunscreen use?

- f **Protective hats and clothing** What kind of clothing must children wear?

- g **Education** How will parents learn about sun safety?

Activity 1.29 Who is responsible for these aspects of sun safety at Binbeena Childcare Centre?
Write them under the correct heading.

| | |
|---|--|
| Providing a sun hat | Conducting a shade audit once a year |
| Finding shaded areas for children | Putting on sunscreen before outdoor activity |
| Being good role models | Programming outdoor play at the right times |
| Dressing children in correct clothing | Keeping babies and infants out of direct sun |
| Teaching about sun safety | Providing education for families |
| Providing sun safe outdoor environments | |

| The centre | The childcare educators | The parents |
|------------|-------------------------|-------------|
| | | |
| | | |
| | | |
| | | |



Reading: the outdoor safety checklist

Binbeena Childcare Centre must provide a safe outdoor environment to avoid or reduce accidents and injuries. The centre has a procedure for identifying hazards and responding to them. In the video we saw Maria conducting the outdoor check. This is the checklist she used to assess and maintain outdoor safety for both staff and children.

Activity 1.30 Read the questions on page 29. Then look at the checklist quickly and tick the correct answers.



Daily Outdoor Area Safety Checklist

Week beginning/...../.....

ALL HAZARDS TO BE REPORTED USING HAZARD FORM

| ITEM | M | T | W | T | F | Comments |
|--|-----------------------|---|---|---|---|----------|
| | Tick ✓ when completed | | | | | |
| Access | | | | | | |
| Evacuation routes unobstructed: | | | | | | |
| • Ramps | | | | | | |
| • Pathways | | | | | | |
| • Entrances/exits | | | | | | |
| Gates locked/closed and working properly | | | | | | |
| Boundary fences secured with no access for children | | | | | | |
| Veranda clear of sand and other slip hazards | | | | | | |
| Trees/Plants | | | | | | |
| Hives, nests, webs removed | | | | | | |
| No branches or sticks in play area | | | | | | |
| Play equipment | | | | | | |
| Equipment set up in appropriate place | | | | | | |
| Fixed equipment secured | | | | | | |
| Inspected for sharp or protruding edges, worn joints, loose bolts, screws, rust, split or frayed rope, splinters | | | | | | |
| Balance equipment stable; fixed equipment secured | | | | | | |
| Softfall areas under equipment correct depth and raked | | | | | | |
| General | | | | | | |
| Sweeping done effectively (Floater sweeps daily) | | | | | | |
| Rubbish collected (incl. lockers) | | | | | | |
| Sandpit: | | | | | | |
| • Free of animal droppings, syringes, glass | | | | | | |
| • Clean and raked | | | | | | |
| • Disinfected (weekly) | | | | | | |
| Outdoor bins inaccessible to children | | | | | | |
| Shade structures secured | | | | | | |
| Area free of trip hazards | | | | | | |
| Maintenance and gardening tools secured | | | | | | |
| Staff initials | | | | | | |



Reading: the outdoor safety checklist

- a Who will use this form?
☐ Staff ☐ Children ☐ Parents
- b How often is the form completed?
☐ Every day ☐ Every week
- c What is the purpose of the form?
☐ To check that broken things have been repaired
☐ To check that cleaning has been done
☐ To check that the outside area is safe for children and staff
- d Who must sign the form?
☐ All staff
☐ The director
☐ The person who has done the check
- e What must be done if a hazard is found?
☐ The hazard must be removed immediately
☐ The hazard must be noted on the form in the comments section
☐ The staff and children must be told

Activity 1.31 Look at the checklist again. Read the detail. Circle any new words.

- a What places in the childcare centre are checked under the heading Access?
-
- b What dangerous things have to be checked under the heading Trees/Plants?
-
- c What dangerous things have to be checked under the heading Play equipment?
-
- d What do you think would be an inappropriate (incorrect) place to set up equipment?
-
- e Name the things that need to be checked at the sandpit.
-

Learning tip

When you need to read a chart or table, begin by getting a general understanding of it. Notice first how it is organised – the sections and columns. Then read the main headings. Finally look at the detail.



Using numeracy skills: measuring length and distance

In the video we heard Grace tell Maria where the bookcase needed to go:

She also wants us to move the timber bookcase from the babies' room to the outside area, about three metres away from the doorway, against the wall.

Activity 1.32 Study the table about measuring length. This is how we describe measurement to say:
How far? How long? How wide? How high?

| | | |
|--------------------------|----|---|
| millimetre (0.001 metre) | mm | there are 10 in a centimetre |
| centimetre (0.01 metre) | cm | there are 100 centimetres in a metre |
| metre (x 1000 kilometre) | m | there are 1000 metres in a kilometre (km) |

Activity 1.33 What do we use to measure the following: a millimetre? a centimetre? a metre? a kilometre? Write your answer in an abbreviation.

- a How tall a child is (her/his height) _____
- b How wide the outdoor play area is _____
- c How long a bench is _____
- d The distance from the childcare centre to the park in the next suburb _____
- e How long a piece of shade cover is _____
- f The size of a television screen _____
- g The frame height of a toddler's bicycle _____

Activity 1.34 Read these examples of measuring length and distance in childcare guidelines and procedures.

- a *Outdoor play spaces shall be fenced on all sides with fences at least **1200 mm** high.*
- b *Sandpits: Depth to be **400 mm** at edges and **800 mm** in the centre.*
- c *The minimum depth of the pine bark softfall must be **200 mm** and another **50 mm** to allow it to compact. Therefore it is recommended that **300 mm** depth be laid. The softfall must extend **1.9 m** beyond the sides of the equipment.*
- d *There should be safety rails on platforms and ramps over **500 mm**.*
- e *When setting up play equipment, it must have **2 m** of clear space around it.*
- f *Have all chemical products been checked to determine if they need to be stored in a lockable cupboard and/or out of reach of children (at least **1.5 m** above the ground)?*
- g *A minimum of **3.25 sq m** of unencumbered floor space is provided for each child.
A minimum of **7 sq m** of useable outdoor play space to be provided for each child.*

Using numeracy skills: estimating measurements using your body

Although these are non-standard units of measurement they can be very useful to estimate measurement in the workplace when you want a 'rough guide'.

Activity 1.35 Measure and write the length (in mm cm or m) of the following parts of your body so that you can use them as a 'rough guide'.

- a Middle part of your pointer finger _____
- b A hand span (outspread thumb to little finger) _____
- c Ten steps walking heel to toe _____
- d Big steps _____
- f An arm's length _____
- g The span of your open arms _____
- h Your height _____

Activity 1.36 How could you use parts of your body to estimate length and distance for the following tasks? Write your answers.

- a Place the A frame 1.9 metres from the footpath.

- b Plant the garden with seedlings 15 cm apart.

- c Use some rope to 'rope off' off the 3 m x 3 m sandpit.

- d Cut off 3 metres of shade cloth.

- e Put a decorative border around the walls of the cot room, at a height of 2 metres.

- f Set up the climbing equipment with 2.5 metres clear of any other play equipment.

- g Make sure the softfall under the slide is 25 mm thick.

- h When lifting items, ensure you do not reach more than 30 cm forward or sideways from the body.

- i Ensure your keyboard is in the right position (approx. 12-15 cm from the edge of the desk).



Word building: word families

We can form new words by adding new parts. A new part added at the end of a word is called a suffix. By adding a suffix to many verbs, we can form nouns:

VERB

educate
disinfect
maintain
store

NOUN

education, educator
disinfectant
maintenance
storage

Activity 1.37 The words on the left are verbs. Add a suffix to form a noun and complete the sentences.

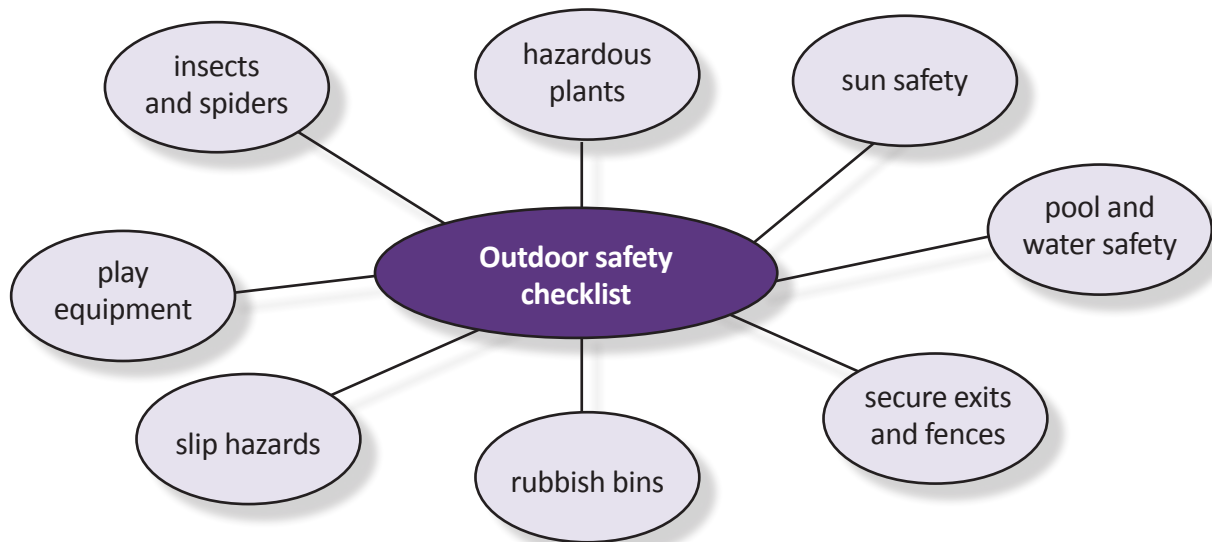
- a equip All the outdoor play _____ should be stored correctly in the shed.
- b supervise Children are under strict _____ when they use tools in the sandpit.
- c identify _____ of any hazard will be reported immediately in writing using the Hazard Report form.
- d proceed There is a _____ for the safe handling of food that everyone must follow.
- e evacuate All staff and children will practise emergency _____ procedures on Thursday.
- f develop Outdoor play is very important for each child's physical _____.
- g store The _____ of all chemicals must follow Procedure 3.1.
- h maintain Everyone is responsible for the _____ of a safe and healthy work environment.



Learning tip

A mind map is a diagram used to show words or ideas that are linked around a central word. Mind maps help learners understand the relationships between words and ideas and can help you to remember them.

Activity 1.38 Look at the mind map.



Activity 1.39 Make a mind map around the central words *WHS issues in childcare*.



PART 2:

Caring and settling

Childcare educators know that all interactions with infants are opportunities to support the child's development through learning. While childcare educators plan learning experiences for babies, the routine events of the day present times for a baby to learn and practise new skills – interactions when the child is dropped off by the parent, during nappy change times or settling the child for a nap. These are also times when a childcare educator can spend quality time with infants and develop nurturing relationships.

In this part you will watch some video segments of a childcare educator working in the babies' room. You will see:

- a parent handing over her child for the day
- a childcare educator having a learning experience with the baby



You will also:

- practise communicating with a parent about their child
- read
 - a daily information form
 - documentation of a child's learning experience
 - information about secure attachment
 - instructions for making formula
- practise some numeracy in measuring volume and capacity
- develop vocabulary skills in WHS contexts



Watching the video: dropping off Joe

Childcare educator, Hayley, is in the babies' room, getting ready for the day. Parents will drop off their children and the childcare educators will have to settle them and begin their daily program.



Activity 2.1 Before you watch the video think about these questions. Discuss them with your partner, your trainer or mentor and make notes.

- a What are some of the tasks childcare educators do, to get ready for the day in the babies' room?

- b What questions might Hayley ask Joe's mother, Letitia, to help her settle Joe and care for him that day?

Activity 2.2 Read the questions and then watch **Part 2 Scene 1** of the DVD. Now answer the questions.

a What task is Hayley doing when we first see her?

b What family news does Leticia share with Hayley?

c Tick the things Hayley and Leticia discuss about Joe:

- ☐ How he slept
- ☐ What time he woke
- ☐ His formula
- ☐ What time to feed him
- ☐ His breakfast
- ☐ His nappy supply
- ☐ How he settles
- ☐ Who will pick him up

d What does Hayley say about settling Joe?

e Who will pick Joe up? At what time?



Talking to parents: asking questions

Hayley asks Leticia questions about her son, Joe. This information helps the childcare educator settle and care for the child during the day and make any changes needed to the child's program.

Activity 2.3 Watch **Scene 1** again and write the questions Hayley asks about these topics?

a How Joe is generally

b His formula

c What he's eaten today



Language: closed and open questions

When childcare educators communicate effectively with parents, they build positive relationships. Good communication also helps educators and parents share information. We ask different kinds of questions depending on the information we want.

When you ask a **closed** question, you expect a short answer.

You can ask a Yes/No question:

Did Lily sleep well last night? Yes, she did. No, not really.

Or you can ask a *wh-* question:

Who will pick Kai up today? His Dad will pick him up.

When will he come? He'll come at 5.30.

What did he have for breakfast? He ate just half a banana.

Where did you put his nappies? I put them in his locker.

Why is he so sleepy? He didn't sleep well last night.

How does he usually wake up? He's usually happy and bright.

When you ask an **open** question, you can get more information.

Can you tell me how he likes to go to sleep?

He likes to be wrapped in his bunny rug and to have his soft toy in the cot.

Do you remember the first time he rolled over?

Yes just last week. We were on the floor together and I was playing with him on his back and he suddenly rolled over onto his tummy.

Would you mind telling me what he likes and doesn't like?

He likes mashed vegetables – potato, squash, pumpkin, carrots but he doesn't like broccoli or cauliflower.

Activity 2.4 Are these questions direct closed or indirect open questions? Circle the correct answer.

- a Tell me how Mia was over the weekend. (Closed/Open)
- b How much does he generally eat during the day? (Closed/Open)
- c Does she like toast or a rusk? (Closed/Open)
- d Does he sleep with his blanket? (Closed/Open)
- e How does he usually like to go to sleep? (Closed/Open)
- f Is reflux a problem for her? (Closed/Open)
- g Tell me what he can do and what he's trying to do at the moment? (Closed/Open)
- h What kind of play do you do with Gabi at home? (Closed/Open)

Activity 2.5 Practise writing open questions to get more information.

a You want to ask Maddie's father what areas of development he wants you to pay attention to.

b You want to ask about Isabella's feeding routines.

c You want to ask about any previous childcare experience Solly has had.

d You want to know about Joe's sleep routines.

e You want to know if Rajesh goes to sleep easily at home and what the parents do to settle him.



Talking to parents: checking information

It's very important for childcare educators to check information about a child. They need to make sure that they have understood the information from parents and other workers correctly. You can check information by:

Asking for clarification

If you are unsure what the person means, you can ask for more details or a simpler explanation

Did you say ...? Do you mean that ...? We'll need to do what?

Asking for extra information

If the person does not give you enough information, you can ask for more details

Is he having 240 ml every feed? What language does he speak at home?

How long has he been doing that? What time is his dad coming?

Confirming your understanding

Sometimes you need to make sure you have understood the information correctly. You can do this by:

- repeating the main words you hear
*We need to give him the medicine before lunch? Put some cream on his rash?
I should check with his Mum?*
- paraphrasing (repeating what someone said in your own words) what you hear
Right. So she doesn't eat tomatoes or peas.
- elaborating (saying something extra) about what you hear
So I shouldn't mention anything about his baby sister?



Activity 2.6 Read how Hayley checks the information with Joe's mother Letitia. What ways does she use?

Hayley: *What's he having now?*

Letitia: *The full 240 ml.*

Hayley: *So that's 240 ml per feed?*

Letitia: *That's right.*

Practising your skills: checking information

Activity 2.7 Write what you would say to check information in these conversations with a parent.

a Childcare educator: *What time do you want me to give Kai the ear drops?*

Parent: *Well he has to have them six hourly and I gave them to him at 8 o'clock before we left home.*

Childcare educator:

b Childcare educator: *How long does Maddie usually have for her afternoon nap?*

Parent: *Well on the weekends, it varies – sometimes half an hour and sometimes two hours. It depends where we are and what we're doing.*

Childcare educator:

c Childcare educator: *So has Jessie had a bowel movement since yesterday afternoon?*

A normal bowel movement?

Parent: *He had two really runny ones last night and then again this morning.*

Childcare educator:

d Childcare educator: *How does Isabella like to go to sleep?*

Parent: *She likes to be firmly wrapped - in her bunny rug. And we give her a dummy if she wants it.*

Childcare educator:



Reading: daily information forms

As well as asking information about Joe, Hayley asks Joe's mother to record the information on a daily information form.



Daily Information

| | | | | | | |
|--------------------------------|-------|---|---|---|------|--------------------|
| Child's name Joe Alonso | | Date 15 Nov | Contacts for today MOB 0422 670 193 (mother) | | | |
| Time child woke | | 6 am | | | | |
| Time of last bottle | | 6.30 am | | | | |
| Time child last ate | | Yesterday 8 pm - $\frac{1}{4}$ mashed banana | | | | |
| How child slept last night | | Slept through from 12 am to 6 am after late feed | | | | |
| Time of next sleep | | Any time he's ready | | | | |
| Parent instructions for day: | | Joe's formula is increased to 240 ml - if he's interested. Blue blanket left for nap times. | | | | |
| Departure time By whom | | 4 pm Nanna - Maria Alonso | | | | |
| Bottle chart | | Contents/ Volume | Time to be given | Volume consumed | Time | Staff signature |
| | 1 | | | | | |
| | 2 | | | | | |
| | 3 | | | | | |
| | 4 | | | | | |
| Sleep | | AM From To From To From To | | AM From To From To From To | | |
| Food | MT | | | | | |
| | Lunch | | | | | |
| | AT | | | | | |
| Nappies | | Wet | | BM | | |
| | | Time | | Time | | |
| | | Time | | Time | | |
| | | Time | | Time | | |
| Staff comment and signature | | | | | | |
| Parent/Guardian Signature | | | | | | |





Reading: daily information forms

Activity 2.8 Read the Daily Information form on the previous page. What information does Letitia write on the form? Write a paragraph using the numbers she wrote.

6 am 6.30 am 8 pm 240 ml 0422 670 193 4 pm

Joe woke up at 6 am this morning.

Activity 2.9 Answer the questions.

a Who will sign the form?

b What information will Hayley complete about Joe during the day?

Tick the information she will write.

- ☐ How much formula he will drink
- ☐ What time he will drink his formula
- ☐ The person who gives him his formula
- ☐ How many sleeps he has
- ☐ How long he sleeps
- ☐ What solid food he eats
- ☐ The times he eats
- ☐ How many wet nappies he has
- ☐ How many bowel movements he has

c What kind of comments might Hayley write in the staff comments section?



Talking to babies: non-verbal communication

Babies quickly develop ways to communicate. Non-verbal communication can include:

- facial expressions (smiling, grimacing, yawning)
- body movements (kicking, touching, grabbing and holding, reaching out)
- sounds (crying, cooing, squealing, laughing, vowels and some consonants)
- eye contact (a gaze, following an object or person)

The childcare educator needs to recognise these non-verbal cues and decide how to respond.

Activity 2.10 What types of non-verbal communication can you observe in these pictures of Hayley with Joe? Discuss your answers with a partner, your trainer or a mentor and make notes. Label the pictures.



a _____



b _____



c _____



d _____

Learning tip

It is important for childcare educators to talk to babies:

- for the child to feel safe and connected to form a relationship of trust
- to support their language development and communication skills
- to treat the child as a social being and valued social partner





Watching the video: communicating with babies

Activity 2.11 Watch **Part 2 Scene 2** of the DVD. As Hayley plays with Joe, she provides a learning experience for him. Tick the things she does.

- ☐ She gets down to his level to gain his attention.
- ☐ She makes eye contact and holds the contact.
- ☐ She uses a toy that interests him.
- ☐ She uses communication that is appropriate to Joe's developmental stage.
- ☐ She uses communication that is child centred.
- ☐ She smiles and uses positive facial expressions.
- ☐ She makes positive comments and praises him.
- ☐ She uses some multi-word sentences.
- ☐ She uses some new words.
- ☐ She takes turns.
- ☐ She uses an appropriate tone.
- ☐ She is aware of his non-verbal cues.

Activity 2.12 Hayley prepares to document the learning experience with Joe. She reflects on the learning experience. Can you answer the questions she asks herself?

- a Why did I do the learning experience with Joe?
- b What learning outcomes did I want for Joe?
- c How did I set up the learning experience?
- d What did I observe?
 - What did I do?
 - How did Joe respond?
 - What happened next? Did I extend the experience in any way?
- e How will I follow up and build on the outcomes of this learning experience?

Learning tip

Why is it useful to document a baby's play?

- The childcare educator can learn about what interests the baby.
- Reporting helps the carer think about (reflect on) whether she promoted an attachment relationship with the baby.
- The educator can share the experience with the child's parents.
- Play enhances awareness of developmental abilities.

Talking with babies and toddlers extract from *Putting Children First*, the newsletter of the National Childcare Accreditation Council (NCAC) Issue 14 June 2005



Reading: documenting a baby's play

Activity 2.13 Read how Hayley documented her learning experience with Joe.

Joe (aged four months) fell asleep in my arms this morning when his mother dropped him off.

He didn't see his mother leave so when he woke I wanted him to know I was here to care for him.

He was alert and animated. I carried him for a short time and then I placed him on his tummy on the floor and stayed to play with him.

He kicked his legs and waved his arms towards me. I showed him his favourite rattle and he squealed happily.

As I moved it in front of him, he followed the movement with his eyes and seemed to concentrate intently. Then he looked towards me and smiled.

He made cooing noises and as I mimicked them his eyes widened and he began to laugh.

He was becoming tired on his tummy so I turned him over onto his back. I continued to interact with him.

Comment:

Joe is joining in play and appears to enjoy the interaction. At times he seeks eye contact with me which shows that he has a secure attachment relationship with me. He watches as I move the toys in front of him. This demonstrates that he is concentrating and curious. He will want to explore more things around him so I will provide more learning opportunities for him.

Joe and I will spend more one-on-one time and develop connections through song and rhymes, facial expressions and eye contact.



Children have a strong sense of identity when they:

- communicate needs, feelings and ideas
- initiate interactions, join in play
- develop secure attachments – secure, respectful, reciprocal relationships

The Early Years Learning Framework In Action in *Educators Belonging, Being & Becoming: Educators' Guide to the Early Years Learning Framework for Australia* - http://www.deewr.gov.au/Earlychildhood/Policy_Agenda/Quality/Documents/EYLF_Ed_Guide.pdf





Writing: documentation

Look how Hayley organises what she documents.

Context

She says what happened before the learning experience and why she is arranging time to spend with the baby

Set up

She explains how she planned the experience and set it up

Observations

She describes what happens

Analysis/Comment

She says what the observations tell her about Joe's development

Follow up

She says what she will do next

Activity 2.14 Read Hayley's observations again and label the sections. Use the labels from the table above.





Reading: attachment

Hayley is Joe's primary carer at Binbeena Childcare Centre. She has been spending one-on-one time with Joe because she knows it's important to develop secure attachment. We use the word attachment to describe the strong emotional connection between a baby and a carer.

Activity 2.15 Read the information about attachment and answer the questions.

- Who is this information written for?
- Where would you read it?
- How is the information organised?

What is Attachment?

Attachment is the emotional connection between babies and their carers that allows babies to feel safe and free to learn and explore. It is not present at birth but develops over time in response to the type of care they receive. Secure early attachment is an important foundation for healthy development and for coping with all the challenges that development brings. If care is unresponsive, erratic or threatening, a baby may have attachment problems that have an ongoing negative effect on development.

Who do babies attach to?

- Babies develop attachment relationships with their main carers over the first few months of life.
- Babies can form attachments with more than one person.
- Too many different carers and different relationship patterns can make it difficult for babies to adjust and develop secure relationships.

What is attachment behavior?

- Babies and toddlers try to get comfort and protection from the people they are attached to. (All human babies have this behavior to protect themselves from danger.)
- Attachment behavior can be smiling, cooing, crawling, following, holding out their arms and crying. When babies get the right response, for example, eye contact, a smile, a touch or a cuddle and feel safe, they stop trying to get attachment and they are free to relax, play, explore and learn again.
- If babies do not get the right response, for example, they are ignored or punished, they continue to feel anxious or afraid and continue the attachment behavior.

What are the signals?

All babies are different and will have their own special ways of showing what they need.

To show they need attention babies might:

- cry, make eye contact, make little noises, smile, copy actions or look relaxed and interested.

To show they need a break, or a different approach, babies might:

- look away, shut their eyes, try to pull away, look tense and unsettled or cry.

Responding to these signals helps to develop secure attachment but it is also the beginning of two-way communication and helps the baby to develop a sense of independent self.



Activity 2.16 Match the question on the right with the answer on the left. Write the letter in the space.

| | | |
|---|--|---|
| a What is attachment? | | It affects how well the child develops, is the beginning of two-way communication and the baby's sense of being an individual person. |
| b When do babies develop secure attachment? | | One or more carers but too many carers make it difficult for the baby. |
| c Why is secure early attachment important? | | Each baby has its own way eg with eye contact, making noises, smiling or by pulling away and shutting their eyes. |
| d Who can babies attach to? | | Over time depending on the type of care the baby receives. |
| e What will a baby try to get from the person he or she is attached to? | | Comfort and protection. |
| f How do babies show their carer what they need? | | The emotional bond or connection that develops between a baby and a carer. |

Activity 2.17 Discuss these questions with a partner, your trainer or mentor.

- What can a childcare educator do to develop secure attachment with a baby?
- When would be good times for a childcare educator to develop secure attachment while working in the babies' room?



Reading: preparing formula

Joe's mother brought bottles of prepared formula for Joe. When childcare educators need to prepare bottled formula they should follow these guidelines.

Activity 2.18 Read the instructions. Circle any words you don't know and find their meanings.

Safe Preparation, Storage and Handling of Powdered Infant Formula

The Infant Nutrition Council recommends that the best practice for Safe Preparation, Storage and Handling of Powdered Infant Formula is as below:

1. Always wash hands before preparing formula and ensure that the formula is prepared in a clean area.
2. Wash bottles, teats and caps, and knife. Sterilise by boiling for five minutes or using an approved sterilising agent.
3. Boil fresh water and allow it to cool until lukewarm.
4. Ideally prepare only one bottle of formula at a time, just prior to feeding.
5. Always read the instructions to check the correct amount of water and powder as shown on the feeding table on the back of the pack. This may vary between different formulas.
6. Add water to the bottle first, then powder.
7. Pour the correct amount of previously boiled water into a sterilised bottle.
8. Fill the measuring scoop with formula powder and level off, using the levelling device provided or the back of a sterilised knife. Take care to add the correct number of scoops to the water in the bottle. Always measure the amount of powder using the scoop provided in the can – scoop sizes vary between different formulas.
9. Place the teat and cap on the bottle and shake it until the powder dissolves.
10. Test the temperature of the milk with a few drops on the inside of your wrist. It should feel just warm, but cool is better than too hot.
11. Feed baby. Any formula left at the end of the feed must be discarded.
12. A feed should take no longer than one hour. Any formula that has been at room temperature for longer than one hour should be discarded.

Adapted from: <http://infantnutritioncouncil.com/safe-prep-and-handling/>



Activity 2.19 Read the instructions for *Safe Preparation, Storage and Handling of Infant Powdered Formula* again. Match the picture with the instruction. Write the correct number.



a _____ b _____ c _____ d _____ e _____ f _____

Activity 2.20 Match the question on the left with the answer on the right. Write the letter in the space.

| | |
|--|--|
| a How can you sterilise bottles, teats and caps? | Just before feeding |
| b What temperature water should be used for preparing the formula? | Until the formula dissolves |
| c When is the best time to prepare a bottle? | By boiling or with a sterilizing agent |
| d What should you use to measure the formula? | Throw it away |
| e How do you test the temperature of the formula? | The scoop provided |
| f How long should you shake the bottle? | With a few drops on the inside of your wrist |
| g What should you do with leftover formula? | Lukewarm boiled water |

Activity 2.21 Number the instructions in the correct order for making up baby formula.

- ☐ Place teat and cap on bottle and shake.
- ☐ Wash your hands.
- ☐ Add correct amount of formula powder.
- ☐ Boil water and cool.
- ☐ Add correct amount of water to bottle.
- ☐ Clean area for preparation.
- ☐ Test temperature before feeding the baby.
- ☐ Sterilise all bottles, teats and caps to be used.



Activity 2.22 Why is it important to hold a baby while feeding? Discuss this question with a partner, your trainer or a mentor and make notes.

Using numeracy skills: measuring volume and capacity

In the video we see Joe's mother give Hayley some information about Joe's formula.

Letitia: *Here are his bottles. I've increased the formula a bit because he seemed a bit hungrier.*

Haley: *What's he having now?*

Letitia: *The full 240 ml.*

Activity 2.23 Study the table about measuring volume and capacity. This is how we describe measurement to say How much?

| | | |
|------------------|---|---------------------|
| 10 millilitres | = | 1 centilitre |
| 10 centilitres | = | 1 decilitre |
| 10 decilitres | = | 1 litre |
| 250 millilitres | = | $\frac{1}{4}$ litre |
| 500 millilitres | = | $\frac{1}{2}$ litre |
| 1000 millilitres | = | 1 litre |
| 1 drop | = | .05 ml |
| 1 teaspoon | = | 5 ml |
| 1 tablespoon | = | 15 ml |
| 1 cup | = | 240 ml |

Activity 2.24 Read these tasks that involve measuring volume and capacity. Can you think of others?

| Task | Example |
|---------------------|--|
| Mixing baby formula | He has five 200 ml bottles a day. |
| Measuring medicine | Give him 5 ml every six hours. |
| Craft recipes | Use 120 ml of water and 15 ml oil. |
| Mixing chemicals | Mix 40 ml bleach with 4 litres water. |
| Sterilising | Mix 30 ml steriliser liquid to 5 litres water. |

Activity 2.25 Read the scenario and list the tasks the childcare educator will perform that involve measuring volume and capacity.

A parent drops off her six-month-old child in the babies' room for the day. The mother asks the childcare educator to make up her formula and to give her some prescribed medicine. The amount of formula she drinks will be recorded as well as the medicine. The childcare educator will sterilise her bottles, caps and teats and follow the centre procedure for making up the formula. Amounts of formula the baby has at each feed will be recorded. The medicine will also be recorded. At the end of the day, the childcare educator will disinfect the bench tops in the kitchen and change table area.



Word building: abbreviations

An abbreviation is a shortened form of a word or a phrase which is used for the whole word or phrase, for example, FDC = Family Day Care; WHS = Work Health and Safety. Because we often work in busy workplaces, we need short ways to speak and write about things.

Abbreviations can be formed by:

- using the first letter of a word: **L = litre; m = metre**
- using the first two or three letters of a word: **mob = mobile; Feb = February**
- using the first part of the word: **Cert = Certificate; quals = qualifications**
- omitting the vowels to make a skeleton we can recognise: **ml = millilitres**
- making an **acronym** that is formed from the first letters of the words in the phrase:
LDC = Long Day Care; OCC = Occasional Child Care; EYLF = Early Years Learning Framework

Activity 2.26 Look back at the daily information form on page 41. Note each of the seven abbreviations below, and next to each one write its full form.

Activity 2.27 Read the following sentences. Write the full form of each abbreviation.

- a **LDC** centre-based child care provided by professional staff for babies and children up to school-starting age.
-
- b **EYLF** is a curriculum which childcare educators use to develop early education programs for children from birth to 5 years.
-
- c **WHS** is the system used to make sure that workers have a safe and healthy workplace.
-
- d **DC** is a form of home-based childcare and education for children by licensed childcare educators.
-
- e **QAS** is a way of setting the best standards and measuring how well a childcare program is being delivered.
-
- f In some situations staff need to use **PPE** to prevent the spread of infection.
-



Language: informal forms

Learning tip

Informal language is usually spoken language and can include using shortened forms, slang and idioms and humour. In the workplace we use informal language to build friendly relationships with co-workers and parents.

Activity 2.28 Look at the informal language Haley and Joe's mother used. They use some shortened forms and some idioms. Write a more formal form next to the informal one in bold.

- | | | | |
|---|---|--|----------------|
| a | <i>How about yours? (your weekend)</i> | Great thanks. | _____ |
| b | <i>How was your weekend Joe?</i> | Pretty good. He just settled straight away . | _____ _____ |
| c | <i>So, here are his bottles.</i> | <i>If you just want to pop those in the fridge.</i> | _____ |
| d | No worries. Don't we Joe. We pick you up. | | _____ |

Activity 2.29 Read the questions parents are asked on an information form when they enrol their child in childcare. Write an informal question you could ask the parent face to face.

- a Indicate any food preferences.

- b Indicate any dietary restrictions.

- c What medications (if any) is your child presently prescribed?

- e Please provide details of siblings in care.

- f Who is authorised to deliver and collect your child besides parents?

- g Who is authorised for notification in the case of an emergency?



PART 3:

Learning through play

Play is not simply a pleasurable activity for children. It is also a powerful learning tool. Through play children organise and make sense of their social worlds and participate in activities with people and things.

In this part you will watch some video segments about play during the morning at Binbeena Childcare Centre. You will see:

- preschoolers during a play session
- childcare educators planning the next play sessions
- a childcare educator asking a parent a favour



You will also:

- practise communicating with children, discussing future plans, asking a parent a favour
- read
 - a graphic text of a planning cycle
 - program documentation
 - different ways to document observations
- write an observation
- develop vocabulary related to children's learning outcomes



Watching the video: a play provision

In this part you will watch a play provision. This interaction is one in a series of activities which started when the children bought a stick insect from a pet shop. The first thing the children did was to name the insect Izzy and from this simple purchase there was enormous interest from the children in wildlife, insects, other animals and family structures.

Activity 3.1 Look at the following learning that has developed with Izzy the stick insect.

12th January Group went to pet shop and chose a stick insect. The children brought the stick insect back to the centre and named her Izzy.

13th January The children took the stick insect out of her cage and talked about her and other insects. Hamish suggested they draw friends for Izzy.

16th January The children drew friends for Izzy. While they were drawing Finn suggested they make friends and family for Izzy.

It's now the 17th January.



Activity 3.2 Watch **Part 3 Scene 1** of the DVD. Tick the correct information.

- a ☐ Ben talks about different types of bugs.
☐ Ben talks about what they did with Izzy the other day.
- b ☐ Ben and the children take Izzy out of the cage.
☐ The stick insect climbs out of the cage.
- c ☐ Ben talks to the children about lots of different bugs.
☐ Ben talks with the children about Izzy's body.
- d ☐ The children make stick insects.
☐ The children draw stick insects.
- e ☐ Ben writes the words for the stick insect features.
☐ Ben writes what the children say.
- f ☐ Ben looks in the book for the names of stick insect 'ears'.
☐ Ben looks in the bug book for the names of other bugs.
- g ☐ Finn says that people in Thailand cook bugs.
☐ Ben talks about his experiences in Thailand.
- h ☐ Ben tells the children how they can improve their stick insects.
☐ Ben gives the children positive feedback on their stick insects.



Activity 3.3 Watch **Scene 1** again and discuss these questions with a partner, your trainer or mentor.

- a Why did Ben talk about what they did the day before?
- b How did Ben help the children make friends for Izzy?
- c Why was it important to look in the bug book?

Activity 3.4 Ben helps the children make the stick insect. To do this he asks a lot of different questions. He asks the questions to:

- remind the children what they did the day before
- help the children identify the stick insect's features
- help the children make their own stick insect

Watch **Scene 1** again and read Ben's questions. Why does he ask these questions? Choose one of the above reasons.

- a Do you remember we got our brand new bug. What's her name again?
- b What does she have that you can see?
- c She's got legs. Can you see how many she has got?
- d What are the two things on the top of her head? Do you know?
- e What do you think we should do first?
- f Why would you choose that as a tummy?
- g We've got lots of stuff here that you can use. What would you like to use?



Talking to children: questioning

Questions are an important tool to help children learn. With good questioning children can:

- describe things
I wonder what that is? What can you see?
- describe events
Tell me about your day out? What did you do?
- describe processes
How did you do that? What's happening here?
- become critical thinkers
Why do you think that happened?
- express opinions and attitudes
What do you think about ...?
- clarify and focus ideas
Can you tell me again ...?
- connect experiences and previous learning
What did we do yesterday?

Childhood educators call these open questions. **Open questions** are good because they open up conversations and help the educators learn what the children think.

Closed questions are used to find or check information. They are called closed questions because:

- the educator already knows the answer eg *What's this?*

or

- the answer is only yes or no eg *Is this a bus?*

Closed questions tend to stop creative and individual thinking.



Activity 3.5 Jasmine, Jenny and Ben ask the children questions. Tick if they are open or closed questions.

- a Jenny is with a child who is playing the drums. Jenny asks her, "What are you doing?"
☐ Open ☐ Closed
- b Jasmine sees a child outside making a collage. She goes outside and asks the child, "How did you make it?"
☐ Open ☐ Closed
- c Amy tells Jenny that she has a new baby sister. Jenny asks, "How do you feel about having a new sister?"
☐ Open ☐ Closed
- d Hannah is watering the vegetables in the garden. Hannah says to Jasmine, "I'm making the tomatoes grow." Jasmine asks, "Why do you think the water helps them to grow?"
☐ Open ☐ Closed
- e Finn tells Ben that he went to the beach on the weekend. Ben asks, "Tell me what you did there Finn."
☐ Open ☐ Closed
- f Jenny sees Zac putting some bugs in a jar. She asks, "Where are you putting the bugs?"
☐ Open ☐ Closed
- g At the beginning of a play session Jenny asks the children, "Tell me about what you did yesterday with the painting."
☐ Open ☐ Closed
- h Jasmine is helping the children to read. She points at a picture of a bus and asks, "What's this?"
☐ Open ☐ Closed

Activity 3.6 Look back over the open questions above. In what way do they help the child to learn?

Are they helping them to:

- be a critical thinker?
- describe something?
- describe an event?
- describe a process?
- express an opinion or attitude?
- clarify and focus on an idea?
- connect experiences and previous learning?

Activity 3.7 What about you? Think back over your practice. What type of questions do you ask the children? Do you ask open or closed questions?

Describe an interaction in which you used open questions.

Practising your skills: asking open questions

Activity 3.8 Look at the following photos of different play provisions. Write open questions you can ask the children.

Discuss your questions with a partner, trainer or mentor.



a



b



c

Learning tip

Don't ask the children too many questions. You need to give them time to think and respond.



Talking to children: listening carefully

Learning tip

Sometimes children are not easy to understand and sometimes they take the topic away from what you are doing with them.

In these situations it is very important to:

- listen carefully to what the children say and let them have their say
- repeat the words and ideas they are using
- ask them questions about the thing they are talking about
- question them if you don't understand

Activity 3.9 Watch **Scene 1** again. Answer the questions.

a Ben does not understand what Zac says.

What does Ben do to check understanding?



How does Ben show that he is listening carefully?

b Finn talks about eating grasshoppers in Thailand.

How does Ben show he is interested in what Finn says?



What does Ben say when Finn tells him they cook grasshoppers?





Reading: a graphic text of the planning cycle

Ben's play provision was based on the needs and interests of the children. His provision was part of an ongoing cycle in which he observed the children, reflected on each child's strengths, weaknesses and interests, planned the next learning environment and then reflected on that learning.

This ongoing cycle is an essential part of early childhood education.

Activity 3.10 Download the Educator's Guide to the Early Years Learning Framework*. It includes an Early Years Planning Cycle chart on page 11.

Look at the chart carefully and then answer the questions.

a Who or what is at the centre of the planning cycle?

b What sort of information (data) should the childcare educator collect before starting the planning cycle?

c What should you do first?

d What do you use to help you clarify objectives, the learning environment, the role of the childcare educator and assessment/evaluation methods and evidence?

e What should you do after you have implemented your plans?

f When do you decide on the personal and site philosophy?

*Downloadable from http://www.deewr.gov.au/earlychildhood/policy_agenda/quality/pages/earlyyearslearningframework

Practising your skills: your planning cycle

Activity 3.11 Think about any planned and unplanned teaching and learning you have been involved with. Write what you did in each part of the cycle.

- a What questions did you ask?
- b What did you plan?
- c What happened (Act/Do)?
- d What did you think about what happened (Reflection) and what would you change (Review)?

Show your facilitator or mentor what you did in each part of the cycle.



Watching the video: planning

Ben's play experience with Izzy, the stick insect, has finished and Jasmine, Jenny and Ben have a chance to reflect and review the day's teaching and learning.

Activity 3.12 Watch **Part 3 Scene 2** of the DVD and answer the questions.



Ben, Jenny and Jasmine thought the play session with the stick insect went well. Why did they think that?

Ben

a _____

b _____

Jasmine

a _____

b _____

Jenny

a _____

b _____

Activity 3.13

- a Ben, Jenny and Jasmine talk about two ways to follow up on the stick insect. What were they? What reasons did they give for suggesting these activities?

What did they agree to do first?

- b Ben, Jenny and Jasmine also decided to have a babies and hospital role play. Why did they think they should do this?

- c Where should they have the roleplays?

- d What does Jasmine think would be a good follow up for the roleplays?





Talking to colleagues: discussion

Childcare educators spend time during their day planning what to do next. Jasmine, Jenny and Ben:

- suggested follow-up activities
*We **could** do stuff with other insects.*
*We **can** compare different insects.*
*I think we **need** to provide more reading.*
*I would **suggest** setting up two roleplays.*
What about Amy?
- agreed
*Yes, I think we **should** do it now because it's fresh.*
Yeah, OK.
Yes, I think that's good.
- suggested alternatives
I think the bug thing is really good but something I thought quite important that came out was the mum and dad thing.

Practising your skills: planning a provision

Activity 3.14 Look at another planning session where childcare educators discuss setting up a community vegetable garden. Write what you would say. Practise your conversation with a partner, your trainer or mentor.

Jenny: *Did you hear Hannah talk about her vegetable garden at home? The other children were really interested in it.*

You: *Yes I did.* _____
(Suggest they have a vegetable garden at the centre)

Jenny: *And we could have some flowers too.*

You: _____
(You don't think flowers are a good idea. Give an alternative suggestion)

Jenny: *OK. Well we could grow carrots and potatoes.*

You: _____
(Agree and suggest some green vegetables as well)

(Also suggest they look at bugs that are in the garden. It links their learning with Izzy the stick insect)

Jenny: *Brilliant. Let's do that.*

Useful phrases

Activity 3.15 Study the language bank.

| | |
|-------------------------------------|---|
| Talking about play provision | <i>They were really involved.</i> <i>They used ...</i> <i>They developed their fine motor/gross motor/communication skills.</i> <i>The ... was really helpful.</i> |
| Making suggestions | <i>We could ...</i> <i>We can ...</i> <i>We need to think about ...</i> <i>I thought we might ...</i> <i>I suggest we ...</i> <i>What about ...?</i> <i>Why don't we ...?</i> |
| Agreeing | <i>Yes that's a great idea.</i> <i>Yes I agree.</i> <i>Great.</i> |
| Suggesting alternatives | <i>Yes ... would be good but ...</i> <i>I'm not sure. I think ... would be better.</i> <i>Yes but I think we need to ... first.</i> |





Reading: program documentation

As part of Ben's work he is required to document the children's learning and his planning ideas.

Activity 3.16 Read Ben's documentation. Think about and discuss these questions with a partner, your trainer and mentor.

- Who would read this information?
- Why do you think it is important to document it?

17th January Preschoolers

The new preschoolers have settled in well and are already talking about things that interest them and activities they would like to do. The main catalyst has been a little stick insect called Izzy which we bought last week. Finn said he wanted to make other stick insects "so she [Izzy] can have friends."



Today's experience started when we tried to get Izzy out of the cage. Finn very gently took her out of the cage and smiled happily when she climbed up his arm and nearly went under his shirt.

The children then chose the things they wanted to use to make friends for Izzy. Finn said he would use the cork for the tummy "because it's like a tummy, it's round" and placed it next to his stomach.

Hannah, Gwendoline, Zahara, Zac and Finn concentrated on making "Izzy friends". They chose string for the antenna and cut and sticky taped it around the cork body. They glued round balls for the eyes and straws for the legs onto the cork body. Hannah was very pleased with herself when she had finished her insect and declared, "Izzy wants a mummy and daddy" and the other children nodded in agreement.

When we looked in the bug book Finn saw a picture of a grasshopper and took us to a whole new topic. He told us, "They eat grasshoppers in Thailand. They cook them".

Comments:

Hannah, Gwendoline, Zahara, Zac and Finn were all very involved in making the stick insects and showed great persistence in completing them

They demonstrated well developed fine motor skills when cutting the string and straws and gluing them and the eyes onto their stick insect.

Finn showed great interest in insects and was able to transfer the information about insects he saw in the bug book to his own experience of grasshoppers in Thailand.

Outcome 4: Children are confident and involved learners

- Children develop disposition for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children transfer and adapt what they have learned from one context to another

What next?

Our stick insect, Izzy, has not only brought an interest in bugs but also conversations about families.

Over the next few weeks we'll explore families. Amy's mother will be coming to show their new baby girl and the children will be able to watch Amy's mother wash and dress her.

We'll set up a hospital and babies roleplay to prepare the children for Amy's mother's visit.

Set up books for the children to read.

We have ordered some more bugs from the pet shop which we hope will support and develop the children's interest in insects and animals over the coming weeks.



Activity 3.17 Read the documentation again. Tick the information that Ben has included.

- ☐ The names and ages of all the children
- ☐ The context in which the play is set
- ☐ What the children did
- ☐ What the children said
- ☐ Photos
- ☐ Ben's interpretation of the children's behaviour
- ☐ Parent's comments on the learning
- ☐ Director's review of the program
- ☐ The Early Years Learning Framework outcomes covered in the learning experience
- ☐ Some ideas for future play provisions

Activity 3.18 Ben didn't write about everything that occurred in the play experience. He chose events that best demonstrated how the children were learning and developing. Tick the events he wrote about.

- ☐ Taking Izzy out of the cage
- ☐ Talking about the stick insect's features
- ☐ Writing down the words to describe stick insect's features
- ☐ Choosing the materials to make the stick insect
- ☐ Making the stick insect
- ☐ Finn talking about grasshoppers in Thailand
- ☐ Telling the children they did a good job

Activity 3.19 Ben comments on the children's learning and development in the comments section of the program.

Read the comments section again and answer the questions.

a How did the children demonstrate that they have fine motor skills?

b What part of the comments section tells you the children were interested and engaged in their learning?

c How did Finn show he was able to transfer information from one situation to another?

Activity 3.20 Ben, Jasmine and Jenny are going to build on what the children have learned. Read the What next? section again and answer the questions.

a How are they building on families?

b How are they building on insects?

Vocabulary: EYLF outcomes

Ben has listed outcomes from the Early Years Learning Framework (EYLF). This document uses words which describe children's learning and development.

Activity 3.21 Read the outcome related to the children's learning. Use a word (in red) from Outcome 4 of the EYLF to complete the sentences below.

Outcome 4: Children are **confident** and **involved** learners

- Children develop **disposition** for learning such as **curiosity**, **cooperation**, confidence, **creativity**, commitment, enthusiasm, **persistence**, **imagination** and **reflexivity**
- Children **transfer** and adapt what they have learned from one context to another

- a She has unusual and original ways of doing things. She has developed skills in _____.
- b Ellie is always engaged and interested in her learning. She is an _____ learner.
- c Millie has a natural tendency to play and get along well with other children. She has a _____ for _____.
- d Holly wants to learn about everything. She has a great _____ in everything.
- e We've noticed she is able to use the skills she has learned in one situation, in another. She can _____ her skills.
- f Bryn is always pleased with the way he does things. He never worries about making mistakes. He is _____.
- g She is pleased with herself when she does a good job. This _____ has assisted her in learning.
- h Once she starts doing something she will never stop until she is successful, even if the task is difficult. She shows great _____.





Writing: the observation

Learning tip

Documentation usually contains:

- the context for learning
- the observations – what the children did
- interpreting what the children did – commenting on their learning and development
- Early Years Learning Framework outcomes covered in the learning
- future plans – what next

In Part 2 you read documentation for baby Joe and studied its structure.

In this part of the book you will learn to write an observation.

In Part 5 you will learn to write comments on the children's learning and development and future plans.

In Part 6 you will learn to write a program which supports positive behaviour.

Language: tense, time markers and quotes

To write these observations we use:

- Past tense so the reader knows exactly when the event happened

Finn very gently took her out of the cage.

- Time markers tell the readers when the significant events occur

When she climbed up his arm ...

The children then chose the things ...

- Quotes report the children's actual words

He told us, "They eat grasshoppers in Thailand".

Activity 3.22 Look through the observation section of the program.

- a Circle the past tense verbs.
- b Underline the time markers.
- c Highlight the quotes.

Today's experience started when we tried to get Izzy out of the cage. Finn very gently took her out of the cage and smiled happily when she climbed up his arm and nearly went under his shirt.

The children then chose the things they wanted to use to make friends for Izzy. Finn said he would use the cork for the tummy "because it's like a tummy, it's round" and placed it next to his stomach.

Hannah, Gwendoline, Zahara, Zac and Finn concentrated on making "Izzy friends". They chose string for the antenna and cut and sticky taped it around the cork body. They glued round balls for the eyes and straws for the legs onto the cork body. Hannah was very pleased with herself when she had finished her insect and declared, "Izzy wants a mummy and daddy" and the other children nodded in agreement.

When we looked in the bug book Finn saw a picture of a grasshopper and took us to a whole new topic. He told us, "They eat grasshoppers in Thailand. They cook them".

Language: describing what children do and say

Information about children's behaviour and learning can be documented by:

- describing what the children do and say. This is in the observations section of the documentation.
- interpreting children's actions. This is in the comments section.

Describing what the children do and say tells us a lot about the children's learning and development.

In Ben's observation he:

- uses **words** that tell the reader about the child eg *Finn very **gently** took her out of the cage.* This tells the reader that Finn is careful and patient.
- writes **what the children say** and the reader can then interpret this. This is called 'documenting the child's voice'.



Activity 3.23 Look at the following extracts from Ben's observation. What do they tell you about the children's learning and development?

a Finn smiled happily when she climbed up his arm.

b Finn said he would use the cork for the tummy *"because it's like a tummy, it's round"* and placed it next to his stomach.

c Hannah, Gwendoline, Zahara, Zac and Finn concentrated on making *"Izzy friends"*.

d They chose string for the antenna and cut and sticky taped it around the cork body.

e Hannah was very pleased with herself.

f Finn saw a picture of a grasshopper and took us to a whole new topic. He told us, *"They eat grasshoppers in Thailand. They cook them"*.

Vocabulary: words that tell you about development

Learning Tip

The right choice of words in observations can tell the reader a lot about the child. For example, the reader can learn about the child's following skills by the words in bold.

- Gross motor skills
*He **threw** the ball.*
- Fine motor skills
*She **cut** the paper **carefully**. She **turned** the page.*
- Language development
*He **read** the simple sentences.*
- Emotional development
*He **shared** his paints with this friend.*
- Cognitive development
*He **thought** carefully before putting the block on the stand.*

Activity 3.24 What aspects of a child's development do the following words tell you? Each word can describe more than one aspect of development.

- | | | | | | |
|---|-----------|-------|---|-------------|-------|
| a | chatted | _____ | i | helped | _____ |
| b | joined in | _____ | j | balanced | _____ |
| c | cut | _____ | k | played with | _____ |
| d | noticed | _____ | l | cried | _____ |
| e | asked | _____ | m | enjoyed | _____ |
| f | read | _____ | n | picked up | _____ |



Practising your skills: writing an observation

Write an observation about a teaching experience you have had during a practice session or in your work.

In your observation:

- choose a significant learning and development event
- write what happened during the experience
- use words which tell you about the child's development and learning
- write anything significant that the child has said
- use the past tense
- use time markers to tell the reader when the events occur



Show your observation to your trainer or mentor.

Learning tip

- Set up a file or journal in which you keep all your writing.
- Write notes about your strengths and weaknesses.
- Review your past writing and notes on strengths and weaknesses to see how your writing has developed during the course.



Watching the video: talking to a parent

Activity 3.25 Watch **Part 3 Scene 3** of the DVD. Shelly and Jenny talk about Amy's interests. Tick who says what.

| | | Jenny | Shelly |
|---|--|-------|--------|
| a | She's talking a lot about her baby sister. | | |
| b | She's talking about visiting in hospital. | | |
| c | She couldn't stop talking to the nurses. | | |
| d | She's interested in everything to do with the community. | | |
| e | She's always pretending to be different things. | | |

Activity 3.26 Watch **Scene 3** again. How will play experiences at the childcare centre link with Amy's interest in hospitals?



Activity 3.27 Jenny asks Shelly a favour. She asks Shelly to bring the baby to the childcare centre to show the other children. Watch **Scene 3** again and tick how Shelly reacts to this request.

- ☐ She is really happy to bring the baby to the centre when the baby is a bit older.
- ☐ She'll bring the baby in tomorrow after she's finished her shopping.
- ☐ She says no she doesn't want to bring the baby.
- ☐ She is a bit concerned but agrees to bring the baby after she's been immunised.
- ☐ She is a bit concerned and in the end says no she won't.



Talking to a parent: asking a favour

Sometimes we want someone to do something to help us. This is asking a favour. We usually ask a favour through a series of stages:

- acknowledging the person's situation
- explaining the reason for asking
- asking the favour
- encouraging and reassuring the person

Activity 3.28 Read the conversation below and identify the different stages in asking the favour. Then write the words associated with each stage in the table underneath.

- Jenny *Look, I know you're really busy but we try to incorporate parents in our learning programs and it would be really great if you could bring the baby in to show the children.*
- Shelly *I'm not sure. Do you think it'll interrupt Amy a bit?*
- Jenny *No not at all. I think she'll be really proud.*
- Shelly *What time do you think it'll be?*
- Jenny *Any time that's best for you.*
- Shelly (looks concerned)
- Jenny *Maybe you could bath her here? How would you feel about that? We'll help you with anything that you need.*
- Shelly *All right. OK. Yeah. That's fine.*

| Stages | Words used |
|--------|------------|
| | |
| | |
| | |
| | |

Useful phrases

Activity 3.29 Study the language bank.

| | |
|---|---|
| Acknowledging the person's situation | <i>Yes I understand you are very busy. I realise that you ...</i> |
| Explaining reasons | <i>We try to incorporate ... We feel it is important to include ... As part of the learning program ...</i> |
| Offering a solution | <i>It would be great if you could ... Would you be able to ... Could you ... We were wondering if you could ...</i> |
| Encouraging and reassuring | <i>We'll help in any way. If you would prefer ... we'd be happy. I think ... would be really happy/proud. It would be really good for ... Anything that's best for you.</i> |

Practising your skills: asking a favour

Activity 3.30 Practise asking a favour for the following situations. Record your answer or tell a partner or your trainer.

- a A parent is a fireman. You know that children would love to have a fireman talk to them so you ask him to come and talk to the children.
- b A Korean parent is a really good cook. You would like her to show the children what Korean children eat at home. Ask her if she can come to the centre and cook for the children.





Writing: different ways to document observations

In your study and in childcare centres you will see there are many different ways people document their observations.

Activity 3.31 Look at the different examples of observations.

- What observation do you think provides the best documentation of a child's learning?
- When do you think it might be best to write a jotting, anecdote or learning story?
- Discuss your answers with a partner, your facilitator or mentor.

Jottings

Jottings are short notes on significant behaviour observed by childcare educators. These are usually not sufficient for centre documentation but do assist in helping the educator remember events and plan future experiences with the children.

10th January

Amy ran into room today told everyone about her baby sister. Didn't stop talking.

Charlie ran around. Couldn't keep still. Need to revisit plan to make sure she is engaged.

Bryn constructed a dam in the sandpit.

Hannah played well with drums but was alone. When next playing musical instruments get group together.

Anecdotes

Anecdotes are a very common form of documenting observations. They provide detailed information about a particular time and aspect of the daily program.

Name: Zac Age: 4 years 8 months Time: 10.15 am

Setting: Outdoors Date: 30th January

Recorded by Jenny:

Zac sat at the table with a bowl full of bugs. He picked up the bugs gently and put them in different jars. He put the Christmas beetles in one, grasshoppers in another and lady birds in the other. He then put some grass and twigs in each glass for them to climb over.

When he finished sorting he took the jars inside and lined them up on the shelf beside the stick insect for everyone to see.

He was very pleased with himself and told the other children the name of each bug. I asked him why the lady bird and the Christmas beetle were in separate jars and he said, "Because they're different bugs. Christmas beetles are big and lady birds are small."



Learning story

Learning stories are about a particular aspect or time in a child's or children's day. It differs from an anecdote because it includes comments and reflections by the writer.

Making a swimming pool Date: 17th January



Bryn said his neighbours had a swimming pool. He wants a swimming pool too so he said he was going to make one for his family and all his friends.

"It's got to be a big swimming pool because I've got mummy and daddy and lots of friends," explained Bryn.

Aiden jumped in, "I want to make a pool too."

"OK," said Bryn, "You can help me. I'll make a hole here with a shovel."

"I'm using a truck," said Aiden.

Bryn and Aiden are very social and love playing with other children.



Aiden and Bryn worked hard together building the swimming pool. When they finished Aiden called, "I'll make a fence around the pool" and he put blocks around the pool.

Bryn then ran up to the water pump and pumped the water into their swimming pool.

Bryn jumped up and down, "See. We have a swimming pool for mummy and daddy."

Aiden said, "Yeah we did it. A pool for everyone."

This experience was wonderful to observe. Bryn and Aiden got really involved in making the swimming pool and were very



Learning tip

During work experience at childcare centres it's a good idea to collect examples of observations. You can then:

- compare the features of the observations you have collected
- check to see if different centres have different ways to document observations
- consider the purpose of each observation





PART 4:

Responding to accidents

Childcare educators are responsible for the safety and wellbeing of the children in their care. This involves providing a safe environment. It also means reducing the risks of accidents by being aware of the links between children's development and safety. This involves providing appropriate programs, educating children in safe behaviours including rules to keep children safe, providing adequate supervision at all times and knowing how to properly respond when an accident happens.

In this part you will watch the video segments about play during the morning at Binbeena Childcare Centre. You will see:

- a childcare educator give first aid to a child
- the childcare educator report the accident to the centre director
- the childcare educator report the accident to the parent of the child



You will also:

- practise communicating with children, colleagues and parents
- read
 - an accident policy and procedure
 - an accident report form
 - a first aid procedure
- write an accident report
- practise some numeracy using ratios and interpreting a graph
- develop vocabulary skills to talk about accidents and first aid



Children's accidents and injuries

Work health and safety policies and procedures are there to provide safe, secure and healthy environments where children are cared for. Indoor and outdoor spaces must be clean and hygienic and toys and equipment must be safe for children to use. Preventing infection and its spread, securing chemicals, and protecting everyone from the dangers of too much sun are all the responsibility of childcare educators. Educating children and families about these issues is very important too. Even so, it is not possible to provide an environment that is totally free of hazards. Children do not have the developmental skills to protect themselves from accidents and injuries and their curiosity often makes them behave in ways that lead to accidents and injuries.

Activity 4.1 What can childcare educators do to minimise the risks of accidents and injuries in the following ways? Discuss this question with a partner, your trainer or mentor and make some notes.

a Planning programs and equipment ahead

b Making rules and reminding children of them

c Making sure there is adequate supervision

d Educating children about safety





Watching the video: giving first aid

Jasmine is giving first aid to Bryn, a preschooler, who has had an accident at the childcare centre.



Activity 4.2 Read the questions and then watch **Part 4 Scene 1** of the DVD. Now answer the questions.

a What has happened to Bryn?

b What procedure does Jasmine follow?

c What advice does Jasmine give Bryn?

d What does Jasmine do and say to comfort and reassure Bryn?





Talking to children: reassuring a child

To reassure Bryn, Jasmine: a engages with the child and asks him how he is.

b explains what she is doing.

c repeats what she has done and says what will happen next.

d makes suggestions and gives some advice.

Activity 4.3 Read how Jasmine reassures Bryn. Mark the stages a, b, c and d.

Jasmine *You're a brave boy, aren't you? Let me just clean it up for you. Does that hurt? I've just cleaned you up now and I'm going to put a dressing on. So it'll be all over soon. OK? There you are. Well done.*

You've had a bit of an accident. We've cleaned it up, put a dressing on it and we'll tell your daddy when he comes this afternoon. Maybe he can take it off tonight. OK.

Would you like to go and play right now and we'll have lunch in a little while and then you can have a bit of a rest. And it might be better if you don't run around that much. OK? There you are.

Useful phrases

Activity 4.4 Study the language bank.

| | |
|---|--|
| Engaging with the child | <i>How's that now?</i> <i>Tell me how you feel.</i> <i>Is that starting to feel better?</i> |
| Saying what's happened and explaining what you are doing | <i>You bumped your head. I'm going to get you to sit down here.</i> <i>You've got a splinter in your hand. I'll take it out.</i> <i>It's a little cut. I'll just put some antiseptic on it and a band aid.</i> |
| Saying what will happen next | <i>We'll tell your mum about it.</i> <i>You can go outside again, if you like.</i> <i>Your mum can take it off tonight.</i> |
| Making suggestions and giving advice | <i>Are you OK to join the other children now?</i> <i>Would you like to sit quietly over there?</i> <i>What do you feel like doing now?</i> |



Practising your skills: talking to children

Activity 4.5 What would you say to reassure a child in these situations? Practise the conversation.

- Seth has fallen off the cubby house the children were making. He's grazed his elbow. You wash the wound with sterile solution, apply some antiseptic lotion and put a dry dressing on it.
- Mollie caught her finger when another child closed a drawer on it. It's slightly bruised. You comfort her and apply an ice pack.



Watching the video: talking to the director

When a child has an accident or an injury, the childcare educator must follow procedure and report it.

Activity 4.6 Read the questions and then watch **Part 4 Scene 2** of the DVD. Now answer the questions.

a Who does Jasmine report the accident to?

b What does Jasmine say happened to Bryn?

c How did the accident happen?

d What else must Jasmine do?



Activity 4.7 Watch **Scene 2** again and complete what they say.

a The director and Jasmine assess the cause of the accident and decide what to do next.

Director: _____ *did he fall?*

Jasmine: *On the jouncing board. We've sort of moved it to make it more _____
but the children aren't used to the new set up.*

Director: *Well it's less of a _____ there. Maybe we should have it
somewhere else. Or maybe we should just tell the children when we _____
to the play area.*

Jasmine: *Good idea. I think it's a good thing to make them more _____
of their _____*

b Why does the director ask *Was your ratio right?*

c How does Jasmine answer this question?





Talking to a parent: reporting an accident

When a child has an accident or an injury, the childcare educator must follow the procedure and report what happened to the parent.

How do you think Bryn's father will react to his child's accident?

Activity 4.8 Read the questions and then watch **Part 4 Scene 3** of the DVD. Now answer the questions.

a How does Bryn's father react to his son's accident?

b What two questions does Barry ask?

c How does Jasmine plan to educate Bryn about safety?

d What is the purpose of the accident report for parents?



Learning tip

Childcare educators and parents want to have friendly relationships so they use informal language – slang and idioms when they speak to each other. Notice how Bryn's father says:

*He's always **on the go**. He goes **at 100 Ks**.*

It's very difficult to know all the informal language people use so you should check the meaning with the speaker to make sure you understand.



Practising your skills: reporting accidents and injuries

Activity 4.9 Read about these accidents in childcare. Take turns reporting the accident to the director with a partner or your mentor. Then practise reporting it to the parent of the child.

Remember to:

- Interrupt the director politely. /Greet the parent.
- Tell the director/the parent what happened to the child.
- Explain how the accident happened.
- Say what first aid you administered.
- Discuss hazard management and/or safety education./ Give the parent advice if needed.

- a Coleman and Ji Woon were in the sandpit making a race track when they suddenly began to fight over a plastic shovel. Coleman grabbed the shovel and threw its contents in Ji Woon's face. Ji Woon got sand in his right eye, which had to be washed out with sterile solution. He went back out to play. The children need to be reminded about safe play in the sandpit.



- b Zahara had made a castle with blocks when Noah from the toddlers' room walked into it and it fell down. Zahara was upset and picked up a block and hurled it at Noah. It hit him on the forehead and made a small cut. You comforted him and washed the cut with sterile solution. It didn't bleed so you put some antiseptic lotion on it and returned Noah to the toddlers' room. Noah should not be allowed in the preschoolers' room without supervision.





Reading: accident policy and procedure

Activity 4.10 Before you read the accident policy and procedure, look at the list of words that are in the reading. Can you predict how they are used in the document?

a safe environment

hazard

supervise

safety education

First Aid Certificate

a serious accident

a minor accident

a *Child Accident and Injury* form

Activity 4.11 Read the accident policy and procedure for Binbeena Childcare Centre.



Accident Policy and Procedure

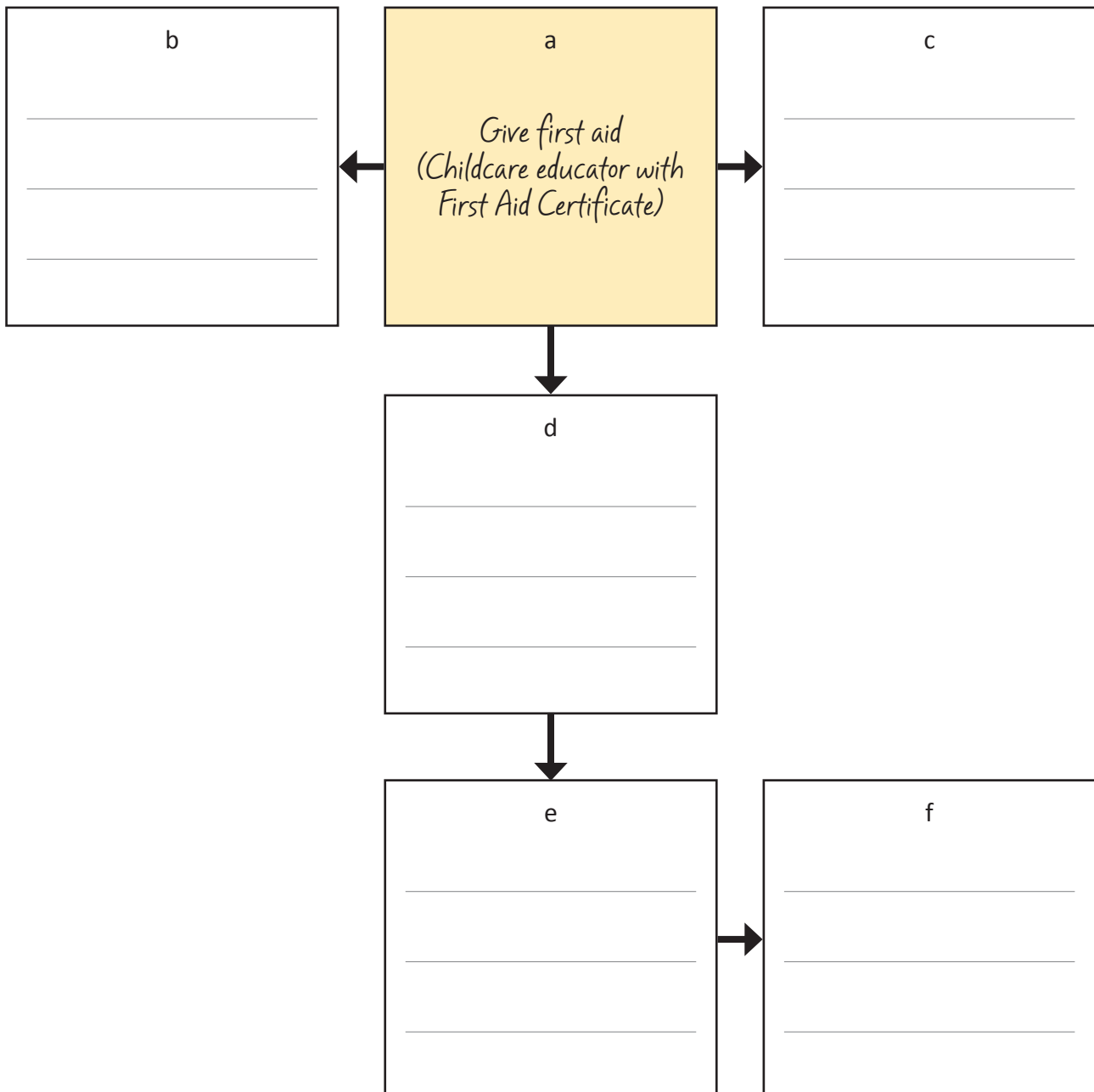
The Binbeena Childcare Centre endeavours to maintain a safe environment. Staff will supervise children, re-direct play that could cause harm, remove items or equipment that pose a hazard and report any problems with equipment or fixtures or the building to the director. Safety education is integrated into the children's learning programs.

In the event of a child sustaining an injury, the following procedure will be followed:

- A staff member holding a current First Aid Certificate gives appropriate first aid to the child following guidelines.
- Emergency medical aid will be obtained if necessary and parents notified immediately by the director.
- If the accident is minor, the parent will be informed at the end of the day.
- A full description of the accident including names and addresses of any adult witnesses are recorded on a Child Accident and Injury form as soon as possible after the accident and brought to the attention of the Director. Other details to be recorded include the date and time of the accident, the parent contacted and by whom, details of first aid administered and by whom, strategies for future prevention. The parent or guardian will be asked to sign the form to verify they have been notified of the incident.
- All accidents and injuries are to be kept strictly confidential.
- The circumstances of the accident will be assessed to see if further risk management practices should be adopted.

Activity 4.12 Write the steps in the flowchart that you would follow if a child had an accident, using Binbeena Childcare Centre's accident policy and procedure. Write who would be involved in each step. The first one is done for you.

| | | |
|--------------------------------------|---------------------------------------|---------------------------------|
| Ask director and parent to sign form | Assess accident for hazard management | Complete the accident form |
| Give first aid | Inform the parent (if serious) | Seek emergency aid if necessary |

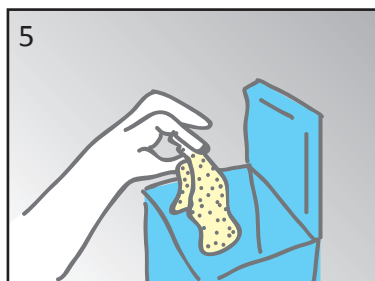
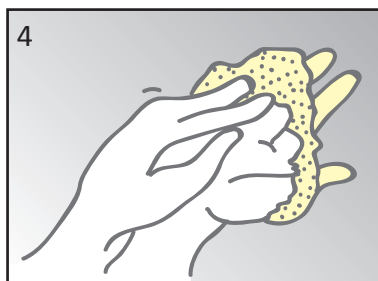
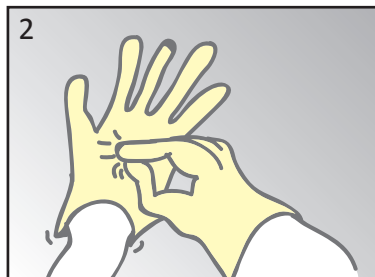




Reading: using disposable gloves

When you give first aid you have to wear disposable gloves. Single-use gloves protect both the child and the person giving first aid against the risk of infection.

Activity 4.13 Look at the pictures which show the procedure for removing disposable gloves. Match the instructions with the pictures. Write the correct letter in the space.



| | | |
|---|--|--|
| a | Make a ball of the dirty glove in the palm of your other hand. | |
| b | Put on a new pair of gloves. Administer the appropriate first aid. | |
| c | With your clean hand, pull off the other glove, from under the wrist, turning the glove inside out, with the first glove inside. | |
| d | Grab the first glove at the palm and pull it off. | |
| e | Throw away the dirty gloves immediately in a waste container. | |





Reading: children's development and hazard risks

The risk of harm to a child from accidents and injuries changes at each stage of the child's development. Childcare educators need to be aware of the developmental stages of the children they care for and the risks to the child. However, because children develop at their own rates, these examples are only a framework.

Activity 4.14 Read about the connections between the development level of the child and the kinds of injuries they may have.

| Age | Stages of child development | Most common injuries |
|---|--|--|
| Birth to 9 months Babies from birth to crawling | <ul style="list-style-type: none"> • Wriggles and rolls, sits up at 6 months, crawls at 9 months • Reaches and grasps objects to place in mouth | <ul style="list-style-type: none"> • Falling from change tables, beds • Burns from spilled hot liquids • Scalding from hot baths • Choking on small items • Poisoning on medications • Road accidents from inadequate child restraint use |
| 9 to 18 months Toddlers on the move | <ul style="list-style-type: none"> • Becomes mobile and begins to walk • Toddlers are curious and seek out items • 'Tests' things in mouth | <ul style="list-style-type: none"> • Choking on inappropriate food • Falls from highchairs, cots, stairs • Scalding by tap water, saucepans on stove • Burns from heaters and fires • Poisoning from medications and household chemicals • Being hit by vehicles in driveways |
| 1½ to 3½ years | <ul style="list-style-type: none"> • Babies become mobile, start walking • Has poor balance due to top heavy body • Explores environment, interested in smell, taste, texture • Wants to do thing without help • Children begin to run and jump without sense of fear • Likes playing in water | <ul style="list-style-type: none"> • Falls from heights, highchairs, cots, beds, stairs, • Falls off play equipment • Drowning in unprotected swimming pools, dams, creeks, buckets • Poisoning from access to chemicals, medicines not properly stored • Being hit by vehicles running onto roads • Head injuries from not wearing safety helmets on bikes, scooters • Being bitten by a dog |
| 3½ to 5 years Preschoolers independent adventurers | <ul style="list-style-type: none"> • Becomes increasingly independent and adventurous • Has little understanding of danger • Enjoys climbing, water play | <ul style="list-style-type: none"> • Drowning in unprotected swimming pools • Falls from bikes and playground equipment • Getting head injuries for not wearing safety helmets on bikes, scooters • Being bitten by a dog • Being hit by vehicles running onto roads |

Adapted from Family Day Care Victoria *Child Safety Guidelines* 2009 <http://www.eduweb.vic.gov.au/edulibrary/public/earlychildhood/licensed/fdc-guidelines.pdf>

Activity 4.15 What are the dangers of injury in a childcare setting for each age group? What could you do to prevent accidents and injuries? Discuss these questions with a partner, your trainer or a mentor.





Reading: an accident report form

Activity 4.16 Look at the accident report form. Look at the format and the kinds of information Jasmine has to complete.



**Binbeena
Childcare Centre**

Child Accident and Injury Report

| | |
|---|--|
| 1 Full name of child: <i>Bryn Mitchell</i> | |
| 2 Age of child at the time of accident/injury: <i>4 years 8 months</i> | |
| 3 Date accident/injury occurred: <i>17/01/ 20__</i> | 4 Time accident/injury: <i>12:05 pm</i> |
| 5 Circumstances of accident/injury: <i>Bryn was playing a chasing game with two children. They were playing in an open area when suddenly they changed direction and Bryn tripped and fell on the jouncing board. He grazed his knee in the fall. I comforted him and took him to the first aid station and administered first aid. Bryn returned to play with the other children for a short period before lunch.</i> | |
| 6 Location where accident/injury occurred: <i>In outdoor play area adjacent to veranda</i> | |
| 7 Nature of injury sustained: <i>Grazed knee</i> | |
| 8 Names of adult witnesses: <i>Jenny Thomas (childcare educator)</i> | |
| 9 Action taken including administration of first aid: <i>I cleaned his knee with sterile water, applied some antiseptic and covered it with a dry dressing.</i> | |
| 10 Time of child's departure from the centre: <i>4.00 pm</i> | |
| 11 Name of person collecting child: <i>Barry Mitchell (father)</i> | |
| 12 Record of person notified and by whom: <i>Barry Mitchell contacted by Jenny Thomas</i> | |
| 13 Name of person making report: <i>Jasmine Lakshmi</i> | |
| 14 Signature of person making report: <i>JPLakshmi</i> | Date: <i>17/01/ 20__</i> |
| 15 I/We acknowledge that I have been notified of the accident/injury: Yes | |
| 16 Signature of parent: <i>Barry Mitchell</i> | Date: <i>17/1/ 20__</i> |
| 17 Signature of director: Kate Sinclair | Date: 17/01/ 20__ |

☒ Action has been taken to address the risk (as relevant).

Adapted from <http://www.childcare.tas.gov.au/publications/standards/CBC5-Standards-December-2011.pdf> 15.4 f i (a-j)





Reading: an accident report form

Activity 4.17 Write the section number where Jasmine wrote the following information:

- a The name and age of the child *Sections 1 and 2*
- b The name of the parent or person contacted _____
- c The name of the person who completed the form _____
- d Names of people who saw the accident _____
- e The signature of the person completing the form _____
- f The signature of the parent _____
- g The signature of the director _____
- h How the accident happened _____
- i Where the accident happened _____
- j When the accident happened _____
- k What part of the child was hurt _____
- l The first aid that was given _____

Activity 4.18 Now look at the details Jasmine wrote on the form and answer questions about the accident.

- a What is the child's full name and how old is he? _____
- b When did the accident happen and what time was it? _____
- c What exactly happened? _____
- d And where was this? _____
- e Who else saw the accident? _____
- f What did Jasmine do from the time the accident happened? What first aid did she give Bryn?

- g Has she told Bryn's parent? _____
- h Who has she asked to sign the form? _____
- i Has she completed the paperwork? _____
- j Has the accident been assessed for risk? _____





Writing: the circumstances of the accident

Activity 4.19 Study what Jasmine wrote in Section 5 of the form.

5 Circumstances of accident/injury:

Bryn was playing a chasing game with two children. They were playing in an open area when suddenly they changed direction and Bryn tripped and fell over the jouncing board. He grazed his knee in the fall. I comforted him and took him to the first aid station and administered first aid. Bryn returned to play with the other children for a short period before lunch.

- Highlight all the verbs. What tense are they? (What time do they tell about the accident?)
- Where does Jasmine say the actions happened. Underline the phrases that tell where.

Activity 4.20 Complete the circumstances of Charlie's accident. Write the verbs in the correct tense.

| | | | |
|----------------|--------|------|----------|
| near the fence | remove | lean | show |
| of her hand | return | play | splinter |

Charlie _____ hide and seek _____
 with a small group of children. She _____ against the fence when she got a
 _____ in the palm _____. She _____ it
 to me and I _____ it. She _____ to play with the children.

Activity 4.21 Use the information to write about another accident.

Finn's accident

- Collided with Ben and banged head chasing outside in open play area
- First aid
- Quiet time in preschoolers' room
- Lunch





Writing: the actions taken and first aid

Activity 4.22 Study what Jasmine wrote in Section 9 of the form.

9 Action taken including administration of first aid:

I cleaned his knee with sterile water, applied some antiseptic and covered it with a dry dressing.

- Highlight all the verbs. What tense are they? (What time do they tell about the actions?)
- Underline the things Jasmine used.

Activity 4.23 Write actions taken including administration of first aid for these accidents.

Charlie

First aid for splinter:

- wash area with sterile water
- remove splinter with sterilised tweezers
- clean wound
- apply antibiotic ointment and band aid

Finn

First aid for nosebleed:

- place head forward
- pinch nostrils for 10 minutes
- place ice packs on forehead and neck
- avoid blowing nose and sniffing

a 9 Action taken including administration of first aid:

b 9 Action taken including administration of first aid:





Writing: an accident report

Four-year-old Maxi Jiang had an accident today (17th January). It happened at 3.30 pm. The group was being supervised by Jasmine Lakshmi and Jenny Thomas. It's 5 pm now and Maxi's father is picking him up. Jenny has to report the accident to Maxi's father, Tom.

Activity 4.24 Read their conversation.

Jenny *Did Maxi show you his cheek?*

Tom *Yes, he's had a bit of a bump.*

Jenny *We were all outside after afternoon tea. Maxi was on the climbing equipment with a number of children waiting turns for the slide. He was about to sit down and take his turn when the child behind pushed him. He banged his cheek on the rail.*

Tom *That's no good.*

Jenny *No, but luckily it wasn't a big knock. It didn't break the skin.*

Tom *Was he upset?*

Jenny *Yes he was at first but I helped him down and took him back to the preschoolers' room.*

Tom *I see.*

Jenny *I put an ice pack on it for him. His cheek was slightly bruised and a bit red. He was very good about it actually.*

Tom *That's good to hear.*

Jenny *He said he wanted to go back outside five minutes later. So we joined the other children and talked about what happens when a child doesn't wait his turn and pushes the person in front. The other child was really sorry and I don't think it will happen again.*

Tom *OK. That's all right. Thanks for looking after him Jenny.*

Jenny *That's fine. Unfortunately these things happen.*

Tom *Yes, they do.*

Jenny *Here's the accident report. Do you mind looking at it and signing it here?*

Tom *Sure. I'll just read it first.*





Writing: an accident report

Activity 4.25 Complete the form about Maxi's accident.



**Binbeena
Childcare Centre**

Child Accident and Injury Report

| | |
|---|-------------------------|
| 1 Full name of child: | |
| 2 Age of child at the time of accident/injury: | |
| 3 Date accident/injury occurred: | 4 Time accident/injury: |
| 5 Circumstances of accident/injury: | |
| 6 Location where accident/injury occurred: | |
| 7 Nature of injury sustained: | |
| 8 Names of adult witnesses: | |
| 9 Action taken including administration of first aid: | |
| 10 Time of child's departure from the centre: | |
| 11 Name of person collecting child: | |
| 12 Record of person notified and by whom: | |
| 13 Name of person making report: | |
| 14 Signature of person making report: | Date: |
| 15 I/We acknowledge that I have been notified of the accident/injury: | |
| 16 Signature of parent: | Date: |
| 17 Signature of director: | Date: |

☒ Action has been taken to address the risk (as relevant).



Using numeracy skills: working with ratios

Children in care must be supervised at all times. Remember how the director asked Jasmine about the staff to children ratio when Jasmine reported Bryn's accident.

Director: *Was the staff ratio right?*

Jasmine: *No worries. Yes, there was four of us outside with two groups.*

We use ratios in childcare to know how many childcare educators must be supervising children at any one time.

What is ratio?

The ratio between numbers is how many times one number is bigger than another.

Ratios are usually written as eg 1:3, 3:5, 4:5.

We talk about ratios saying eg *one to three, three to five, four to five.*



Activity 4.26 Study the table that shows staff to children ratios in childcare centres in Australia (2012).

| Staff to children ratios | |
|--------------------------|--|
| 1:4 | for children 0 - under 2 years of age |
| 1:8 | for children 2 or more years of age but under 3 years of age |
| 1:10 | for children 3 or more years of age but under 6 years of age |

Activity 4.27 At Binbeena Childcare Centre the ratios for staff to children depend on the activity. Discuss the ratios for these activities with a partner, your trainer or mentor and make some notes.

| Children's activity | Ratio |
|---|-------|
| When supervising toddlers in particular areas eg outdoor play area | 1:8 |
| When supervising particular activities with toddlers eg toileting | 1:2 |
| When supervising particular groups eg a group of 3 year olds on tricycles | 1:5 |
| When supervising children's arrival and departure from the service | 1:1 |
| When supervising preschoolers on excursions | 1:4 |
| When supervising challenging activities with preschoolers | 1:5 |
| When administering medication | 2:1 |

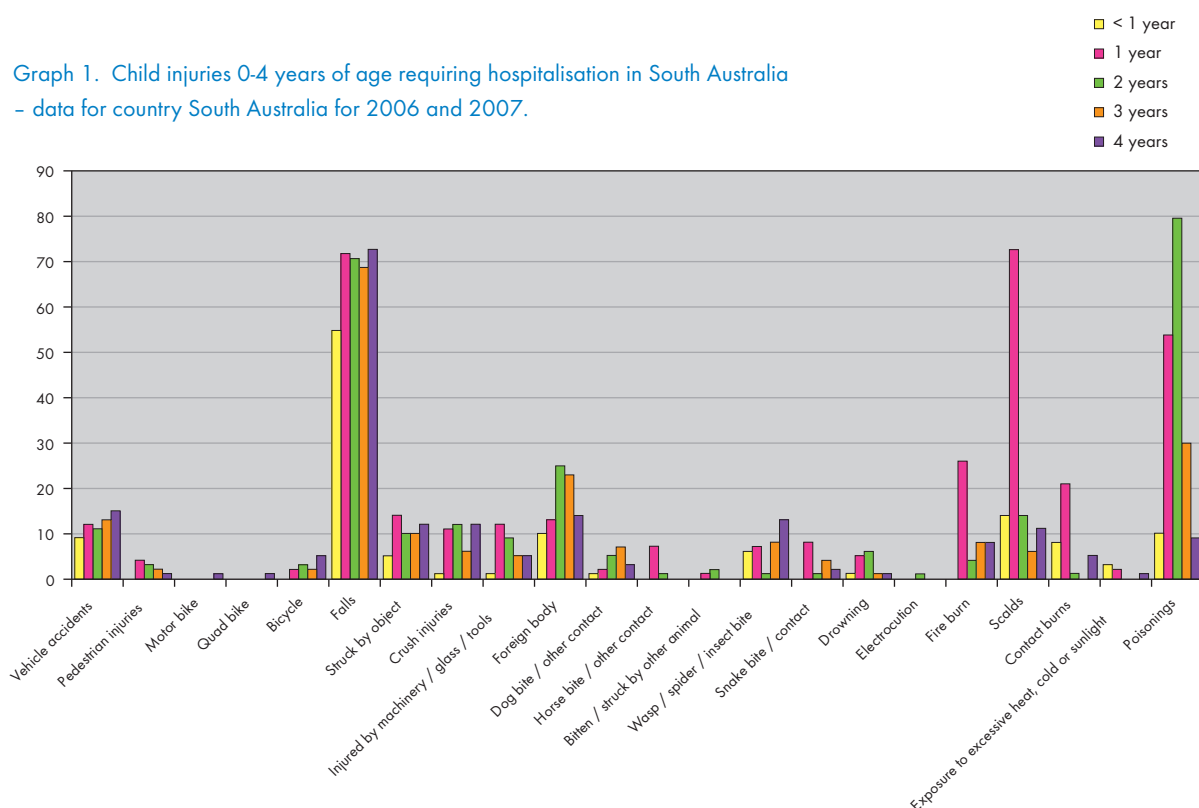
Activity 4.28 Work with a partner and make some notes. Can you think of other situations in which a childcare educator might use ratios eg: recipes, mixing liquids, mixing solids?

Using numeracy skills: interpreting a graph

Activity 4.29 Look at the bar graph and find:

- the title (what the graph is about)
- the horizontal axis (accidents that cause children to go to hospital)
- the vertical axis (the number of injured children who go to hospital)
- the scale (the age groups of the children)
- the bars (a 'ruler' that measures the number)

Graph 1. Child injuries 0-4 years of age requiring hospitalisation in South Australia
- data for country South Australia for 2006 and 2007.



Activity 4.30 Look at the bar graph again. Read the names of the accidents along the horizontal axis. Then answer the questions.

- For each age group which is the biggest cause of injury? _____
- Less than 1 year _____
- 1 year _____
- 2 years _____
- 3 years _____
- 4 years _____



Word building: categories

Activity 4.31 The words in the box are examples of words we use when we talk about accidents and first aid in childcare. Decide which category each word belongs to and write it in the correct column.

| | | | |
|----------|---------------|-------------------|-----------|
| band aid | antiseptic | prevent | contact |
| reassure | scissors | disposable gloves | bandages |
| trips | suffocation | scalds | drowning |
| choking | sterile water | supervise | burns |
| tweezers | apply | falls | poisoning |
| report | disinfect | thermometer | assess |

[illegible]

Word building: collocations

A collocation is two or more words that often go together. There are different patterns:

adjective + noun eg *medical treatment*

noun + noun eg *childhood illnesses*

verb + noun eg *administer first aid*

The important thing is to know which words go together to become a new expression.

Activity 4.32 Match a word from the List A to form a collocation with a word from the List B. Write your collocations in the space provided

List A

first

risk

emergency

medical

careful

hazard

motor

safety

staff

developmental

environmental

List B

education

skills

treatment

call

supervision

member

characteristics

aid

management

factors

assessment

first aid



Activity 4.33 Complete the sentences by using a word from the box to form a collocation with the words in bold.

| | | | | | | |
|-------------|---------|----------|-----|----------|--------|------------|
| risk-taking | sterile | climbing | dry | learning | safety | disposable |
|-------------|---------|----------|-----|----------|--------|------------|

- a Always use _____ **gloves** when giving first aid.
- b Use a _____ **dressing** to cover the graze.
- c Use _____ **water** to wash the wound.
- d _____ **education** should be part of the children's _____
program.
- e Older children engage in _____ **behaviour**.
- f Children need careful supervision on the _____ **equipment**.

Learning tip

- Putting words in categories helps us to understand the relationships between words and can make it easier to remember them.
- Learning collocations makes the language we use more natural, easier to understand and richer. It is also easier to remember language when we learn it 'in blocks' rather than in single words.

PART 5:

Learning through routines

Daily routines are structured events that happen at regular times in the education and care environment. They include children's arrivals and departures, nappy changing and toileting, snack and meal times, rest and sleep.

In this part you will watch some video segments about daily routines during the afternoon at Binbeena Childcare Centre. You will see:

- the toddlers during lunch
- two childcare educators talking about this lunch
- a parent asking about her child's toilet training



You will also:

- practise communicating with children, colleagues and parents
- read
 - a lunchbox checklist
 - documentation of observations, interpretation and follow up
 - an EYLF text about cultural diversity
- write
 - an interpretation of children's behaviour
 - a plan of future experiences to support children's development
 - an interpretation and follow up based on observations
- develop vocabulary skills in daily routine contexts
- practise some numeracy skills in measuring food portions





Watching the video: children at lunch

Meal times are a great opportunity for learning. Children have the opportunity to:

- develop social skills and social conventions
- develop conversational skills
- try different types of food
- learn when they have had the right amount of food
- learn about good nutrition
- develop self-help skills
- learn that food should not be wasted
- learn about cultural differences

Activity 5.1 Watch **Part 5 Scene 1** of the DVD. You will see Paul, Grace and the toddlers at lunch.
Answer the questions.

a How does Paul support the children's conversation?

b What do Paul and Grace do to encourage the children to try different food?

c How does Paul support the emotional needs of a child who won't eat?

d What do the children do to help themselves?

Note: These children are normally much more talkative and communicative. They were very natural in their interactions but were slightly inhibited by the filming.



Talking to children: conversations

Meal times are a great opportunity for children to develop their conversation skills. It is important to value children's conversation and to respond to their communication.

During lunch time Paul participated in children's conversation.

- He responded to a child's comments
- He extended the conversation
- He clarified when he didn't understand
- He showed interest by asking follow-up questions



Watch **Scene 1** again and notice how Paul participates in the children's conversation.

Paul: *You didn't have breakfast?* (Paul clarified when he didn't understand.)

Child: *I don't want to eat more.*

Paul: *You must be hungry now!* (He responded to the child's comments.)

Child: *Cos I ate all my milk I had a tummy ache then I didn't want cos my tummy ache.*

Paul: *Oh OK. Lots of people have had a tummy ache lately.* (He extended the conversation.)

Child: *I've got two eggs cos the other one's crack.*

Paul: *You've got two eggs?* (He clarified because he didn't understand.)

Child: *And the other one crack and it fall down the floor.*

Paul: *Did it make a big mess?* (He asked a follow-up question.)

Child: *Yes.*

Paul: *Did you clean it up?* (He asked a follow-up question.)

Child: *Yes.*

Activity 5.2 Read the following conversation. Tick how the childcare educator interacts and responds to the child's conversation.

| | | Respond to comments | Extend conversation | Clarify | Follow-up question |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a | Child: <i>I cook.</i> Educator: <i>You did what?</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b | Child: <i>I cook chicken.</i> Educator: <i>Yeah, when did you do that?</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c | Child: <i>Dinner.</i> Educator: <i>So you cooked dinner last night?</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d | Child: <i>Yeah. And Kai help me.</i> Educator: <i>Oh that's good that he helped you.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e | Child: <i>Yeah.</i> Educator: <i>We're having chicken nuggets for lunch tomorrow.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f | Child: <i>Mm chicken yummy.</i> Educator: <i>And did you have any dessert last night?</i> Child: <i>Ice cream.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |





Talking to children: encouraging positive behaviour

Meal times are a good opportunity to promote social skills and help children recognise various social conventions. Good ways to encourage positive behaviour are:

- use the child's name
- explain why the behaviour is good
- praise the child for positive behaviour

Activity 5.3 Watch **Scene 1** again. Write what Paul says to encourage positive behaviour.

a Child: *Thank you Paul.*

Paul: _____

b Child: *I eaten my carrot.*

Paul: _____

c Paul: *What about you Ashley? Are you going to swallow what's in your cheeks. Been in there for a long time. You don't want to eat it. Are you going to spit it out? Are you sure? Are you going to try some more? Can you bring it over to the rubbish bin please? Bring your bowl this way please.*

(Child spits out carrot)

Paul: _____

d Girl cleans her plate.

Paul: _____ *Leila.* _____.

Activity 5.4 Paul not only tells the children they have done well but he also gives a reason for this positive behaviour. Look at the following situations. Write what you could say to the child.

a Harry drops his food on the floor. He gets down on the floor, picks it up and puts it in the bin.

b Leila sees that the girl next to her hasn't got a drink. She gives the girl her drink.

c Coleman is the first to make his bed and lie down for a sleep.



Talking to children: guiding

Daily routines need some structure and to achieve this structure the children need to be guided in what they should do. In guiding children you can:

- give very clear direct instructions with each step explained (Use this strategy when there is no choice and it has to be done.)
Pick up your cups and put them over here.
- ask them politely if they can do something
Can you make sure you pick up your cups?
- say *please*.

Learning tip

In Part 1 you studied using indirect instructions when speaking to colleagues. Toddlers and young children do not understand indirect instructions. Always keep directions clear and easy to understand.

Activity 5.5 Look at what Paul and Grace said to the children during meal time. What strategies did they use to direct the children?

Paul: *Can everyone eat their carrots please?*

Grace: *How about you have another bite of your carrot?*

Paul: *Can you take it over there for me?*

Paul: *Guys, when you've finished your lunches can you take your bowls over to the trolley and scrape them please?*





Practising your skills: talking to children

Activity 5.6 Look at the following conversation. Imagine you are the childcare educator. What would you say in the following situations? Discuss your answers with a partner, your trainer or mentor.

- a Chloe tells you her parents bought a new puppy. She named the puppy Bella. The puppy is white with big brown eyes.

What would you say to extend the conversation?

- b Here is the children's menu. They don't want to eat their broccoli.

What would you say to encourage them to eat it?

| Monday | |
|---|---|
| Morning Tea  | <ul style="list-style-type: none"> • Vegemite sandwich • Variety of Fruits • Milk |
| Lunch  | <ul style="list-style-type: none"> • Beef meat ball with spaghetti • Broccoli • Custard • Water • Cheese |
| Afternoon Tea  | <ul style="list-style-type: none"> • Wafer • Variety of fruits • Water |

- c Emma is using her spoon really well to eat the spaghetti.

What would you say to tell her how well she is doing?

- d The children need to scrape their plates out with the spoon and put their spoons in the yellow bucket.

What would you say to direct them to do this?



Talking to colleagues: reflecting on meal time

Maria wasn't at lunch with the toddlers so Grace told her what happened.

Activity 5.7

Watch **Part 5 Scene 2** of the DVD. Grace tells Maria about the food for lunch and about the children, Coleman and Dylan. What does Grace tell her?

- a The food served at lunch

- b Coleman

- c Dylan

Activity 5.8 Maria and Grace discuss self-help skills for Coleman and support for Dylan. Watch **Scene 2** again. Complete what they say.

- a Grace: *They were fine. You should have seen Coleman. He even scraped his plate properly. Usually it's all over the floor. Do you know what?* _____

_____.

Maria: _____. *I mean, he can't use tongs properly yet.*

Grace: *Yeah. Well* _____?

Maria: *Wow,* _____.

- b Grace: *I am worried about Dylan though.*

Maria: *Why? What happened?*

Grace: *He just didn't eat any of his lunch. I'm just worried he doesn't like anything that we give him.*

Maria: *OK.* _____.

Grace: *Yeah.* _____.

Maria: *Yeah. I know. OK for today* _____.

Grace: *OK.*





Talking to colleagues: offering solutions

When discussing future plans for learning it is important to suggest solutions. There are different levels of suggestions from strong to mild.

| Strong | Moderate | Mild |
|---------|----------|-------|
| must | can | would |
| have to | will | could |
| | should | may |
| | need to | might |



Activity 5.9 Read the different ways Grace and Maria offer solutions. Tick if the following statements or suggestions are strong, moderate or mild.

| | Strong | Moderate | Mild |
|--|--------------------------|--------------------------|--------------------------|
| a I think he might be ready to serve his own lunch. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b We could give it a try. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c We're going to have to talk about changes to the menu. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d We'll have to make sure he eats something. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Activity 5.10 We usually offer strong suggestions when we have a problem that needs to be fixed in some way. Tick the situations which require a strong suggestion.

- a Noah cried for an hour after his mother left him and was distressed.
- b Emma picks up the food with her fingers. She's ready to eat with utensils.
- c Harry is four years old and he's still wearing a nappy.
- d William won't lie on the mattress during sleep time and always rolls onto the floor.

Practising your skills: follow up

Activity 5.11 Look at the following situations. Suggest solutions for follow up. Discuss your follow-up suggestions with a partner, your trainer or mentor.

- a Harry is nearly three years old. He always scrapes his plate into the wrong bucket.
- b Chloe is two years old. She finds it very difficult to eat yogurt using a spoon.
- c Leila is three years old. She loves helping and wants to set the table but doesn't know where to put things.
- d Cooper is three years old. He often pulls down his nappy and poos on the floor.



Reading: lunchbox checklist

Grace and Maria are concerned that Dylan didn't eat his lunch. Good nutrition is extremely important and childcare centres must make sure children are given the correct balance and amounts of food. Some parents supply the food and they are given information on the right food for children to eat.

Activity 5.12 Read the Lunchbox Checklist for Food Brought from Home – A Guide for Parents. It can be downloaded from <http://www.healthykids.nsw.gov.au/teachers-childcare/food-and-nutrition/publications.aspx>

This checklist has been developed to assist parents. Why is it also helpful for educators?

Activity 5.13 Read the checklist again and answer the questions.

a What age groups are these guidelines for?

b If the child is vegetarian and doesn't eat meat, chicken or fish, what should the parent provide?

c What types of food should be avoided?

d How should the lunchbox with food such as meat, chicken and fish be transported?

e Should children drink fruit juice?

Numeracy: working out amounts

When calculating how much a child eats the parent must work with the following amounts:

- a number eg 1 egg
- slices eg 1 slice of meat
- spoon size eg 1 tablespoon of grated cheese
- cup size eg $\frac{1}{2}$ cup of milk

Activity 5.14 Look at the amounts in the lunchbox guide and look at what the parent wants the child to eat. Calculate the amount required.

a A baked bean sandwich, carrots, lettuce, apple, yoghurt and cheese.

b Beef, pasta, tomato sauce for pasta, grated cheese, milk, custard, fruit juice, plum, capsicum.



Activity 5.15 Sometimes you might need to check that a child has been given the correct food.

Look at the contents of the following lunchbox. The parent hasn't given the child a well-balanced and nutritious lunch. What is the problem?

1 cup noodles with $\frac{1}{4}$ cup tomato sauce _____

$\frac{1}{2}$ cup yoghurt _____

1 banana _____

$\frac{1}{4}$ cup carrot _____

1 muesli bar _____



Reading: documentation

Routines are not just about meeting a child's physical needs. They also offer opportunities to promote a child's skills and knowledge development. If something significant occurs or if there is an opportunity for follow up it should be documented.

Activity 5.16 Read the documentation (opposite) of the lunch with the toddlers.

17th January: Toddlers Childcare Educator: Paul

The cook was away today so the children had sandwiches instead of chicken. They also had carrots and yoghurt and we took the opportunity to point out how they are healthy.

All the children were encouraged to eat their carrots. Ashley tried very hard. He didn't talk and concentrated on chewing his carrot for a long time. In the end he was unable to swallow it so he spat the remainder in a bin. It was great to see how he tried to eat it even though he did not enjoy it at all.

Ji Woon ate his sandwiches but didn't eat any more. There were visitors at the centre and Ji Woon was uncomfortable with them there. Coleman patted him on the back and tried to comfort him. Dylan didn't like any of the food we gave him today and just wouldn't try any of it.



Interpretation

Ashley shows great persistence in dealing with things he finds challenging and is responsive to praise.

Coleman shows empathy with others' distress.

Ji Woon is reluctant to talk or participate socially during lunch.

Dylan demonstrates independence in choosing his preferred food.

EYLF outcomes

Outcome 1: Children have a strong sense of identity

- Children feel safe, secure, and supported
- Children learn to interact in relation to others with care, empathy and respect

Outcome 3: Children have a strong sense of wellbeing

- Children take increasing responsibility for their own health and physical wellbeing

What's next?

This meal time showed the need for the children to learn more about food. We'll look at two aspects of food, health benefits and food from different cultures.

To start we'll take an excursion to a fruit and vegetable shop and the children will choose their favourite fruit and vegetable.

They'll then familiarise themselves with the names of these through games and categorising.

We'll also ask parents from different cultural backgrounds to come to the centre and show the children the food that children eat in their cultures.

For our long term project we'll set up a vegetable patch. The children will be responsible for watering the plants and observing how they grow.



Activity 5.17 Read Paul's observation again. Who did what? Write the name of the child.

- a _____ tried to eat all his carrot but couldn't.
- b _____ only ate sandwiches.
- c _____ didn't eat anything.
- d _____ tried to comfort Ji Woon and patted him on the back.



Activity 5.18 Paul used his knowledge of child development and learning theories to interpret the children's behaviour. Read Paul's interpretation again. Read the following statements about the children and tick the correct statement.

- a ☐ Ashley does not care if the childcare educator says he is good.
☐ Ashley's behaviour and skills improve when he is told he has done well.
- b ☐ Coleman is concerned for people when they are unhappy.
☐ Coleman is not interested in anyone around him.
- c ☐ Ji Woon is very quiet during lunch.
☐ Ji Woon enjoys lunch and the company of his friends.
- d ☐ Dylan likes to be told what to do.
☐ Dylan likes to choose things himself.

Activity 5.19 Read the *What's next?* section of Paul's program and answer the questions.

- a List four play experiences Paul is going to organise.

- b Why is he organising these types of experiences?

Language: interpreting children's behaviour

The observations tell us what actually happens. The interpretation tells us what the childcare educator thinks the child's actions and behaviour means in terms of development and learning. An interpretation makes general statements about a child's social, emotional, cognitive, physical and language skills eg

Observation: *Coleman patted Ji Woon on the back.*

Interpretation: *He shows an empathy with others' distress.*

In observations we often use words that we can see performed, eg *patted, eats, talks*.

In interpretations we often use words that talk about:

- being (the way the person is)
*He **is** interested in other children. She **is** always involved in her work.*
- having (what the person has got)
*He **has** a cheerful disposition.*
- ability
*She **can** understand simple instructions. She **is able to** relate to other people's feelings.*
- what is possible to see
*He **demonstrates** creativity. He **shows** creativity.*
- physical and language skills
*She **is using** fine motor skills.*
- reaction
*She **responds** well to instructions.*
- feelings
*She **enjoys** painting and music.*

An interpretation can be:

- about one event in the past. In Part 3 Ben interpreted the children's behaviour and learning with making stick insects and used the past tense verb eg *Finn **showed** great interest.*
- about the way the children are. In Paul's interpretation he used the present tense to describe the children's general development eg *Ashley **shows** great persistence.*

Activity 5.20 Look at the following observations. Write an interpretation of this behaviour. Use the present tense.

- a Alicia looked very sad when Kai dropped his fruit and said, "Poor Kai."

- b Harry picked up the fruit carefully with the tongs.

- c Kai smiled happily and said thank you loudly every time we gave him some food.

- d Leila waited for Kai to stop speaking and then told us about her baby sister.



Language: follow up

Follow up (future planning) can be written in two ways.

- Explanation of what will happen eg
To start with we'll go on an excursion to a fruit and vegetable shop.
We'll also ask the parents ...

This follow up uses:

- the subject of the action, *we*
- the future form, *will*
- time words, *to start with*
- joining words, *and*
- extra information, *also*

- In shortened form with the imperative eg **Go** to the fruit and vegetable shop.

Activity 5.21 Look at Paul's follow up. Identify the features.

- Highlight the time word. Underline the future form.
They'll then familiarise themselves with the names of these through games and categorising.
- Highlight the extra information. Underline the joining words.
We'll also ask parents from different cultural backgrounds to come to the centre and show the children the food that children eat in their cultures.
- Underline the subjects of the action.
For our long term project we'll set up a vegetable patch. The children will be responsible for watering the plants and observing how they grow.

Activity 5.22 Look at the notes on planning future sessions. Write them as an explanation.

Two week plan - Food

Classify food – fruit / vegetables, put in fruit and vegetable bowl + painting – fruit and vegetables

Next - make fruit and vegetable man

Week after - home corner, include kitchen utensils + roleplay cooking healthy meals.



Practising your skills: documenting learning

Activity 5.23 Read the observation, look at the photo and write an interpretation and follow up. Show your work to your trainer or mentor.

17th January Toddlers Jenny

We saw Harry help us make his bed for the first time this afternoon.

He ran over to me and said, "I help bed". He then ran quickly around the other side of the mattress and grabbed the end of the sheet and pulled it over the mattress. He patted the sheet down to make sure it was flat. When he was satisfied with the way he put the sheet on the bed he looked for the pillow in the cupboard and brought it over to the bed. He took his shoes off and lay on the bed. He laughed happily and looked very pleased with himself.



Interpretation

Follow up





Reading: cultural competence

Paul, Grace and Maria are concerned that Ji Woon and Dylan are not settling in during meal times. They think it might be because the children are not familiar with the food at the centre and the way it is organised. It is very different from their home environments.

Knowledge and sensitivity to different cultures is crucial for childcare educators in the early childcare sector.

Activity 5.24 The *Educator's Guide to the Early Years Learning Framework** includes a section on cultural competence on pages 21 and 22. Read those pages and think about and discuss these questions with a partner, your trainer or mentor.

Who is this information for?

What is the main purpose for writing this information?

Activity 5.25 The information tells you what different aspects of culture mean. Match the aspect of culture on the left with what it means on the right. Write the letter in the space.

| | | |
|---|---|---|
| a | Cultural identity is essential because | families, community institutions, the culture and codes for living in a culture. |
| b | Some ways we get our cultural identity are from | are willing to learn more about the cultures of children and families in our community. |
| c | If you are culturally competent you | think very carefully about how to develop a child's identity and self esteem. |
| d | If you are culturally competent you don't have to | something that we created, not how we are born. |
| e | The definition of culture is | ignore your own culture. |
| f | Culturally competent educators need to | it gives children a healthy knowledge of who they are and where they belong. |

* Downloadable from http://www.deewr.gov.au/earlychildhood/policy_agenda/quality/pages/earlyyearslearningframework

Practising your skills: cultural competence

Activity 5.26 The *Educator's Guide to the Early Years Learning Framework* is designed to encourage educators to think carefully and to discuss the main concepts of the Early Years Learning Framework. Read the section on cultural competence again and think about the following. Discuss these issues with a partner, your trainer or mentor.

- a Think about children you have worked with in a childcare centre.
- What cultural backgrounds do they have?
 - Do they have strong cultural identities related to their backgrounds?
 - How can you tell this?
 - What services do the parents use to support their cultural identity?
 - How does the childcare centre support the different cultures?
 - What cultural difference have you observed in the following routines?
 - meal times and food
 - self help, making beds, cleaning up after lunch
 - rest time
 - dressing and clothing
 - transition from home to childcare
- b Think about you and your own learning.
- How different is the way you are learning now from when you were at school?
 - What learning styles do you feel more comfortable with?
 - Which ways of learning do you think are best?



Watching the video: talking to a parent

Activity 5.27 Watch **Part 5 Scene 3** of the DVD. Grace and Maria are talking to a parent. Answer the questions.



- a Does Angela think her son behaves himself at home?

- b What does Angela want the childcare educators to do?

- c Do Grace and Maria think this is a good idea?

- d What reasons do they give?

- e What do Grace and Maria recommend Angela do?





Talking to parents: responding to a request

In Part 1 of this workbook you looked at how Maria responded to a parent who was worried about the children using metal tools in the sandpit.

In this part we see Maria and Grace saying they can't agree to Angela's request to toilet train Emile. To do this they:

- ask questions about the situation
- give information about toilet training
- acknowledge the concern
- explain reason
- offer a solution

Activity 5.28 Watch **Scene 3** again and write what Grace and Maria say to Angela.

a Ask questions

OK. _____ ?

b Give information

OK. Well we _____ . So when _____

So when does that happen?

Normally _____ but _____

c Acknowledge concern

Look I _____

d Explain reason

e Offer a solution

How about Kate? Our _____





Practising your skills: responding to a parent request

Activity 5.29 Practise the following situations with a partner, your trainer or mentor. For each situation:

- ask questions
 - give information about what the childcare centre usually does, the child and child development
 - acknowledge the parent's concern
 - explain the reason for your action
 - offer a solution
- a Chloe is two years old. She has temper tantrums occasionally. Chloe's mother asks you to teach Chloe not to do this.
- b Jack is three years old. He plays with his next door neighbour's children but he doesn't want to share any of his toys with them. Jack's mother asks you to help him learn to share.

Word building: categories

In Part 4 you looked at how you can build your vocabulary by categorising words related to accidents and first aid. In this part you will look at words related to daily routines.

Activity 5.30 Write the words in the box under the appropriate daily routine. Words may be used in more than one daily routine.

| | | | | |
|--------------|-----------------|----------------|-------------|-----------|
| wipes | nappies | comforters | cots | lunchbox |
| change table | mattress | quiet time kit | table cloth | placemats |
| clothing | hand basin | sheets | blanket | buttons |
| tongs | eating utensils | zips | dessert | pants |









Practising your skills: building your vocabulary

Activity 5.31 Go around the centre and find the names of other objects and write them under the appropriate daily routine. Compare your words with a partner.

Learning tip

A good way to remember the new words you have learned is to build a picture dictionary. Take photos around the centre of different objects, put the photos into a word document, write the name of the object and arrange these objects into alphabetical order.

PART 6:

Supporting behaviour

Supporting children to get along with other children and adults is an important part of a childcare educator's role. Children who are able to interact in social situations have more confidence and have positive feelings about themselves.

In this part you will watch a video of childcare educators:

- chatting together
- talking to their director about children and parents



You will also:

- practise reporting children's behaviour to the director
- read
 - behaviour guidance policies
 - a program
- write a program using non-judgemental language
- develop vocabulary skills





Watching the video: talking to the director



Activity 6.1 You will see Kate, Jenny and Grace discuss behaviour issues. Read the questions then watch **Part 6** of the DVD. Now answer the questions.

a What time of day is it at the centre? How do you know this?

b Grace and Jenny chat about what they will be doing after work.

What will Jenny do? _____

What will Grace do? _____

c Why have the childcare educators been having trouble with Charlie?

d Kate gives a number of reasons for Charlie's behaviour. What are these?

e Kate suggests a number of changes to the program. What are these?

f Jenny spoke to Charlie's mother about her behaviour. What did Charlie's mother say about it?

g What strategies does Kate suggest for rest time?

h What did Grace ask Kate about? Did Kate think Grace did the right thing?



Communicating at work: chatting with workmates

It's important to develop good relationships at work. One way to do this is to chat casually with your workmates. This means you talk about bit about your interests, what you do on the weekends, friends and family. Obviously you don't want to overdo it but a bit of chat before you start work, during breaks and at the end of the day helps to make a happier workplace.

Activity 6.2 Watch **Part 6** again. Grace and Jenny chat about what they will do after work. Look at their conversation and answer the questions.

Grace: *That was a tough day. I'm ready to go home.*

Jenny: *Yeah me too. The children were so busy today.*

Grace: *Are you doing anything tonight?*

Jenny: *I just want to go home and collapse in front of the TV.*

Grace: *What about you?*

Jenny: *I'm going to the gym.*

a Who starts the conversation? What does she comment on?

b How does Jenny feel? What word tells you how she feels?

Useful phrases

Activity 6.3 Study the language bank.

| | |
|--|--|
| Starting chat at the beginning of the day with comments and questions | <i>Oh I had a busy weekend. What a terrible weekend. The weather was awful. Beautiful weather this weekend, wasn't it? Did you have a good weekend? How was your weekend?</i> |
| Talking about what you did | <i>Yeah I went to the beach and visited some friends. I just flopped about and did nothing. I was racing around getting lots of jobs done. Nothing much really.</i> |
| Starting chat at the end of the day with comments and questions | <i>That was a tough day. I'm tired. The children were fun today, weren't they? What are you up to tonight? Are you doing anything interesting this weekend/tonight?</i> |
| Talking about what you will do | <i>I'll just collapse in front of the TV. I'm going away for the weekend. I'm visiting friends and then I'll spend the rest of the weekend at home. I'm not sure what I'll do.</i> |





Talking to colleagues: checking information

In the video we see Kate giving Jenny a lot of information about how to deal with Charlie's behaviour. At one point Jenny is not exactly sure what Kate has said so she checks the information.

Activity 6.4 Watch **Part 6** where Jenny checks the information. What does she say to Kate?

Activity 6.5 What about you?

What do you do when you don't understand something? Do you sit quietly or do you make sure you understand?

Remember it's always really important to make sure you understand everything your manager has said. Otherwise you might make a serious mistake.

There are different ways you can check what a person has said. You can:

- ask for repetition
- check the meaning of a word
- check your understanding

Activity 6.6 Look at these short conversations. How does the listener check the information?

a

Director: *So you need to build up his confidence by choosing activities that he is interested in like board games and puzzles.*

Educator: *So you think puzzles are best for him?*

Director: *Yeah I do. He's got quite an analytical mind.*

b

Director: *You need to determine what triggers the behaviour.*

Educator: *Sorry, triggers?*

Director: *Yeah what's happened to make the child behave in this way. It might be an event or a situation.*

Educator: *Oh yeah I know.*

c

Director: *The child should be engaged with activities that stimulate her and are ...*

Educator: *Sorry Kate. What was that again?*

Director: *I said the child should be engage in stimulating activities.*

Educator: *OK I'll do that.*

Useful phrases

Activity 6.7 Study the language bank of different ways to check meaning

| | |
|---------------------------------------|---|
| Asking for repetition | <i>Sorry?</i> <i>Sorry, what was that?</i> <i>Sorry, what did you say?</i> <i>Sorry, what was that again?</i> <i>Could you say that again please?</i> <i>Could you repeat that please?</i> <i>I didn't quite catch that.</i> <i>I didn't follow that.</i> <i>I don't quite understand that.</i> |
| Checking the meaning of a word | <i>Sorry a ...?</i> <i>What does ... mean?</i> <i>What's a ...?</i> <i>I'm not sure what ... means.</i> <i>I don't quite understand what ... means.</i> <i>What's the meaning of ...?</i> |
| Checking understanding | <i>So, you're saying ...</i> <i>Can I just check that? You want me to ...?</i> <i>You want me to ... Is that right?</i> <i>You mean ...?</i> <i>Did you say ...?</i> |

Practising your skills: clarifying

Activity 6.8 Look at the following situations. How would you clarify what has been said? Practise what you would say with a partner, your trainer or mentor.

a Your director says:

According to current legislation you are required to provide a comprehensive behaviour management plan that is in accordance with federal and state requirements.

You do not understand any of what she has said.

b Your co-worker says:

Hey, did you hear that we are going to be audited on our behaviour management policy? A parent has submitted a complaint.

You do not understand what audited is.

c A parent says:

Really Tom is totally uncontrollable at home. We can't stand having him around us.

You need to check you have understood correctly.





Talking to colleagues: reporting using direct and indirect speech

When you work in childcare it is important to accurately report what children, childcare educators and parents say. There are two ways we can do this:

- Direct speech – We say exactly what the other person has said eg
Amber's mother said, "My child always behaves perfectly at home."
- Reported speech – We don't say the exact words eg
Amber's mother said that her child always behaved perfectly at home.

Activity 6.9 In the conversation with Kate, Jenny reports what she said to Charlie's mother and what Charlie's mother said to her.

a Watch **Part 6**. What does Jenny say? Complete the conversation

Well I _____ and she _____

I got the impression she wasn't that interested. I mean, _____.

b Does Jenny use direct speech or reported speech?

Activity 6.10 Study the following conversation with a parent. Then tell your director about the conversation with the parent, using reported speech.

Parent and childcare educator

Educator: *Petra, could I just have a word with you about Will?*

Parent: *Yes sure. Anything wrong?*

Educator: *Well yes. I'm afraid Will pushed another boy in the toilets. The boy fell down and hit his head.*

Parent: *He's not injured is he?*

Educator: *No the boy's fine but we do need to do something. He's always pushing other children and there's going to come a time when it's really serious.*

Parent: *Yes we're having quite a bit of trouble at home too. He's a bit of a bully with his little sister. Pulls her hair all the time.*

Educator: *Have you explained to him the consequences of his actions?*

Parent: *Yes, all the time. We try to be gentle with him and explain what happens when he pulls Sophie's hair but it just doesn't make any difference.*

Educator: *Well we're developing an individual guidance plan for him. We'll give you a copy and if you could support what we are doing that would be great.*

Educator: *I most certainly will. Thanks so much for your help.*

Childcare educator and Director

Director: *Have you spoken to his mother yet?*

Educator: *Yes, today.*

Director: *Are they having the same problem at home?*

Educator: *Yes they are.*

Director: *And what did she say?*

Educator: _____

Director: *Did they explain the consequences of his action?*

Educator: _____

Director: *So what did you tell her?*

Educator: _____

Director: *And was she happy about that?*

Educator: _____





Reading: behaviour guidance

All childcare centres have behaviour guidance policies that the staff must follow.

These policies tell you what you should do, who you do it with, how you do it, when you do it.

For example:

| Action | Who with? | What work do you do with them? |
|--------|---------------|---|
| Work | with families | to collaboratively manage unsociable or unacceptable behaviours |

Activity 6.11 Read some more examples of policies for guiding behaviour and answer the questions.

- a Policy - *Actively assist children to participate in their own behaviour recognition and modification techniques*

Who do you assist?

What do you assist them to do?

How do you assist them?

- b Policy - *Immediately remove from the social setting any child who has intentionally hurt another*

Who do you remove from the social setting?

When do you remove him/her?

- c Policy - *Maintain written records of repeated unacceptable behaviours to ascertain causal effects*

What do you maintain?

Why do you maintain these?



Reading: an individual program for Charlie

Kate recommends that Jenny reassess the program so that Charlie becomes more engaged in learning and less disruptive. Jenny has chosen to write an anecdotal record of the play provision, interpret this, make other observations and include some follow-up strategies.

Activity 6.12 Read the documentation for Charlie to assist them review their practice.

| | |
|--|--|
| <p>Name: Charlie</p> <p>Age: 4 years 5 months</p> <p>Date: 20 September</p> <p>Childcare educator: Jenny</p> | |
| <p>Charlie wasn't interested in any of the play we provided today. She didn't want to make stick insects or do any painting.</p> <p>Instead she went up to the musical instruments. Rosie and Vincent were playing drums and making a tune together. Charlie didn't talk to Rosie and Vincent. She just banged on the drums and other children stopped playing. After two minutes Charlie dropped the drums on the floor and then moved to the blocks.</p> <p>Hannah, Gwendoline and Amy were making a castle with the blocks and roleplaying kings and queens. Charlie grabbed the blocks from them. Hannah shouted, "Don't take them. We're making a castle" but Charlie ignored her. Hannah, Gwendoline and Amy walked away to play with other toys. Charlie was alone playing with the blocks but after about two minutes she lost interest in them and went outside to the sandpit. She took a bucket, filled it with sand and then threw it around. Jasmine saw what happened and spoke to Charlie, explaining that her behaviour could hurt the other children. Charlie looked concerned and tried to play with the sand more carefully but after a few minutes lost interest and went inside to play with the musical instruments again.</p> | <p>Interpretation</p> <p>Charlie has difficulty concentrating and interacting with her peers. She shows little interest in the activities provided.</p> <p>Charlie attempts to engage with the other children in the music and block areas. She uses physical actions rather than language to do this.</p> <p>Charlie demonstrates some understanding and self regulation when the educator speaks to her but she is only able to do this for a short period.</p> <p>Previously, Charlie's mother said she hadn't noticed any problems at home.</p> |
| <p>Follow up</p> <p>Check what Charlie's interests are. Talk to her about what she likes to do at home and plan stimulating activities linked to her interests.</p> <p>Provide one-to-one time with her.</p> <p>After Charlie has gained some confidence ask her if she would like to share her play with one or two other children.</p> <p>During rest time give her puzzles that she enjoys doing.</p> <p>Assist Charlie, through modelling and encouragement, to develop the necessary language skills to engage in play with the other children.</p> | |
| <p>EYLF Outcomes focus:</p> <p>Outcome 1: Children have a strong sense of identity</p> <ul style="list-style-type: none"> • Children feel safe, secure and supported • Children develop their emerging autonomy, inter-dependence, resilience and a sense of agency • Children develop knowledgeable and confident self identities • Children learn to interact in relation to others with care, empathy and respect | |



Activity 6.13 Jenny has observed Charlie's behaviour. Number the following events in the correct order.

| | |
|--|--|
| She took the blocks from Hannah. | |
| She filled a bucket with sand and threw it around. | |
| She banged on the drums loudly. | |
| She played with the blocks by herself. | |
| She returned to the musical instruments. | |
| She dropped the drums on the floor. | |

Activity 6.14 Charlie's behaviour has an effect on other children. Answer the questions.

a What happened when Charlie banged on the drums loudly?

b Why did Hannah not want Charlie to take the blocks?

c What could happen when Charlie threw the sand around?

Activity 6.15 Jenny interprets Charlie's behaviour. This will assist her in developing a program that meets her needs. Read the interpretation again. Write if the interpretation is *true* (T) or *false* (F).

- | | |
|---|--------------------------|
| a Charlie is able to work on one thing for a long time. | <input type="checkbox"/> |
| b Charlie uses inappropriate physical actions rather than language when trying to engage in play with other children. | <input type="checkbox"/> |
| c Charlie does not take any notice of the childcare educators. | <input type="checkbox"/> |
| d Charlie might be difficult because the play is not interesting enough for her. | <input type="checkbox"/> |
| e Charlie is badly behaved at home. | <input type="checkbox"/> |

Activity 6.16 Tick the things that Jenny will do in her new program for Charlie.

- ☐ Choose the best play for her.
- ☐ Tell her she has to play with the other children.
- ☐ Work with her alone with the things she is interested in.
- ☐ Encourage her to play with other children when she's ready.
- ☐ Make sure she sleeps when the other children are sleeping.

Activity 6.17 Jenny chose to focus on Outcome 1 of the EYLF. Why do you think she chose this as the specific outcome for Charlie?

Vocabulary: non-judgmental language

Documentation is available for all to see, so care should be taken to write in language that does not make a personal judgement about a child. All documentation should be based on observations of behaviour.

Study the examples below.

| Judgmental | Non-judgmental |
|---|--|
| None of the children like Charlie. | The children find it difficult to relate to Charlie. |
| Charlie is extremely naughty. | Charlie's behaviour is not acceptable. |
| Charlie's mother isn't interested in Charlie. | Charlie's mother has not noticed any problems. |

Activity 6.18 Match the inappropriate language on the left with the correct use of language on the right. Write the letter in the space.

| | Judgmental and subjective language | | Non-judgmental or non-subjective language |
|---|---|--|---|
| a | He's an anti-social child. | | He is inclined to tell the other children what to do. |
| b | He's aggressive and violent. | | He doesn't pay a lot of attention to the way he does his work. |
| c | He's quite selfish and won't let any other children use his toys. | | He is reluctant to take turns. |
| d | He's rude to the other children. | | He becomes frustrated and angry very quickly and often hits, pushes or shoves the other children. |
| e | He's bossy with all the children. | | He uses inappropriate and negative language with the other children and often calls them names. |
| f | He shouts and yells all day. | | He is still learning to interact with the other children. |
| g | He's careless with the work that he does. | | He is developing the ability to share. |
| h | He dominates the play sessions. | | He tends to make quite a bit of noise, even in group sessions. |



Activity 6.19 Read the following interpretation that is made in judgmental and subjective language and change it to a correct interpretation using non-judgemental language.

Ellie is a bossy little girl. She is always dominating the sessions and doesn't give the other children a chance to do any of their own work. When I asked her to stop doing this she shouted and swore at me. Her parents have totally spoilt her.

Vocabulary: verbs

Verbs can tell us a lot about the feelings of a person. For example in the individual program for Charlie Jenny writes, Charlie **banged** the drums. Charlie wasn't playing the drums but hitting them.

We also know in the conversation with Jenny and Grace that Jenny was very tired because she said, *I'm just going to go home and **collapse** in front of the TV.*

Activity 6.20 Read the sentences and choose the best word from the box.

| | | | | | |
|-------|--------|----------|--------|--------|--------|
| grabs | stomps | whispers | creeps | shouts | shoves |
|-------|--------|----------|--------|--------|--------|

- a He walks into the room quietly. He _____ into the room.
He walks into the room loudly and with heavy steps. He _____ into the room.
- b She says the word very quietly. She _____ it.
She says the word very loudly. She _____ it.
- c He takes the pen forcefully. He _____ the pen.
- d She pushes the toy forcefully. He _____ the toy.

Activity 6.21 Read the sentences. What do they tell you about the child? Circle the correct feelings.

- a He yelled, "I don't want that." He was (happy/upset).
- b She growled, "I won't do it." She was (happy/angry).
- c She skipped along the path. She was (happy/sad).
- d He stormed into the room. He was (worried/angry).
- e She concentrated on putting the blocks together. She was (interested/bored).

Language: writing the follow up

In Part 5 you practised writing a descriptive follow up. We will now look at how you write a follow up in a shorter form.

Jenny has chosen to write her follow up this way.

Check what Charlie's interests are. Talk to her about what she likes to do at home and stimulating activities for her.

Provide one-to-one time with her with her special interest.

After Charlie has gained some confidence ask her if she would like to share her play with one or two other children.

During rest time give her puzzles that she enjoys doing.

Key:

The action

What you do with the action

When the action happens

Practising your skills: writing a follow up

Activity 6.22 Read this situation:

A three-year-old child gets very upset, cries and screams when he has to pack up his equipment for group time and lunch.

Use the following verbs to write a follow up.

- 1 Check
- 2 Observe
- 3 Talk
- 4 Provide
- 5 Give
- 6 Ask
- 7 Encourage

Ask your trainer or mentor to check your answers.





Reading: reflecting on the plan

In Part 3 you studied the cycle of learning where there is observation, questioning and interpreting, planning, acting and doing and then reflecting on what has been done.

Activity 6.23 Read Jenny's reflection on her strategies to engage Charlie in play and answer the questions.



Reflecting on the plan

Charlie was really happy to be asked what she was interested in at home. She talked about her pet animals. She has two Labradoodle dogs, Millie and George and a big black cat. I asked her to bring in some photos of her animals which she did the next day. She told me their names, their breed and what she liked about them. Jasmine and I then decided to have a group session where we talked about pets. Charlie responded to this well and showed the other children photos of her animals. We were surprised and really pleased to see that Charlie showed so much confidence talking about her pets. This is an important step with her social skills as all the children were interested and asked her questions.

Charlie did not respond at all well to doing puzzles on her own during rest time. She quickly lost interest and started running around the room.

Future planning

Charlie named various types of dogs so we should set up a small group experience with different types of pets. During this play we can help develop her social and language skills in interacting with other children. If the children respond well to this we can have a roleplay with vets.

During rest time try giving Charlie some pencils and ask her to draw her pets.

a How did Charlie respond to being asked about her interests at home?

b In response to this what did Jenny do?

c Did Charlie respond in the group session as Jenny and Jasmine expected?

d What happened with the planned puzzles in rest time?



Writing: drafting a plan

Very few people can write perfect texts the first time. We often have to write and then rewrite what we have written to make sure the information we provide is easy to understand and that the grammar and spelling are correct.

The documents you write are not only for the centre you work in but also for the children's family so you must make sure they are correct. Your writing needs to be well structured and easy to read. It should contain:

- non-judgmental language
- correct grammar
- correct spelling
- correct punctuation

Activity 6.24 Jasmine has written a short report about Luke. When she looked at it again she saw there were lots of mistakes. She decided to note these mistakes and fix them up when she had a chance to work at a computer.

Look at these notes. What areas has she had to correct? Give an example of each of these areas.

Observations

Luke sat by himself on the side of the sandpit watching Hamish and Zac playing with dinosaurs. He watched for about five minutes and then walk over to them and stand next to them staring at them, not saying a word. Then he suddenly grabbed one of the dinosaurs from him. He then took it back from Luke who screamed "I want it. It's mine." and pushed him onto the cement around the sandpit.

Interpretation

Luke has difficulty playing with his peers and sharing their toys and doesn't seem to have the necessary social skills.

~~Luke can't relate to other children because his parents never let him see other children.~~

Luke has difficulty relating to other children. This may be due to the fact that he has not had enough opportunities to interact with other children.

Follow up

Provide Luke with a variety of different play experiences which develop different skills.

Observe what experience Luke responds to most positively.

Provide one-to-one play experiences with his preferred form of play.

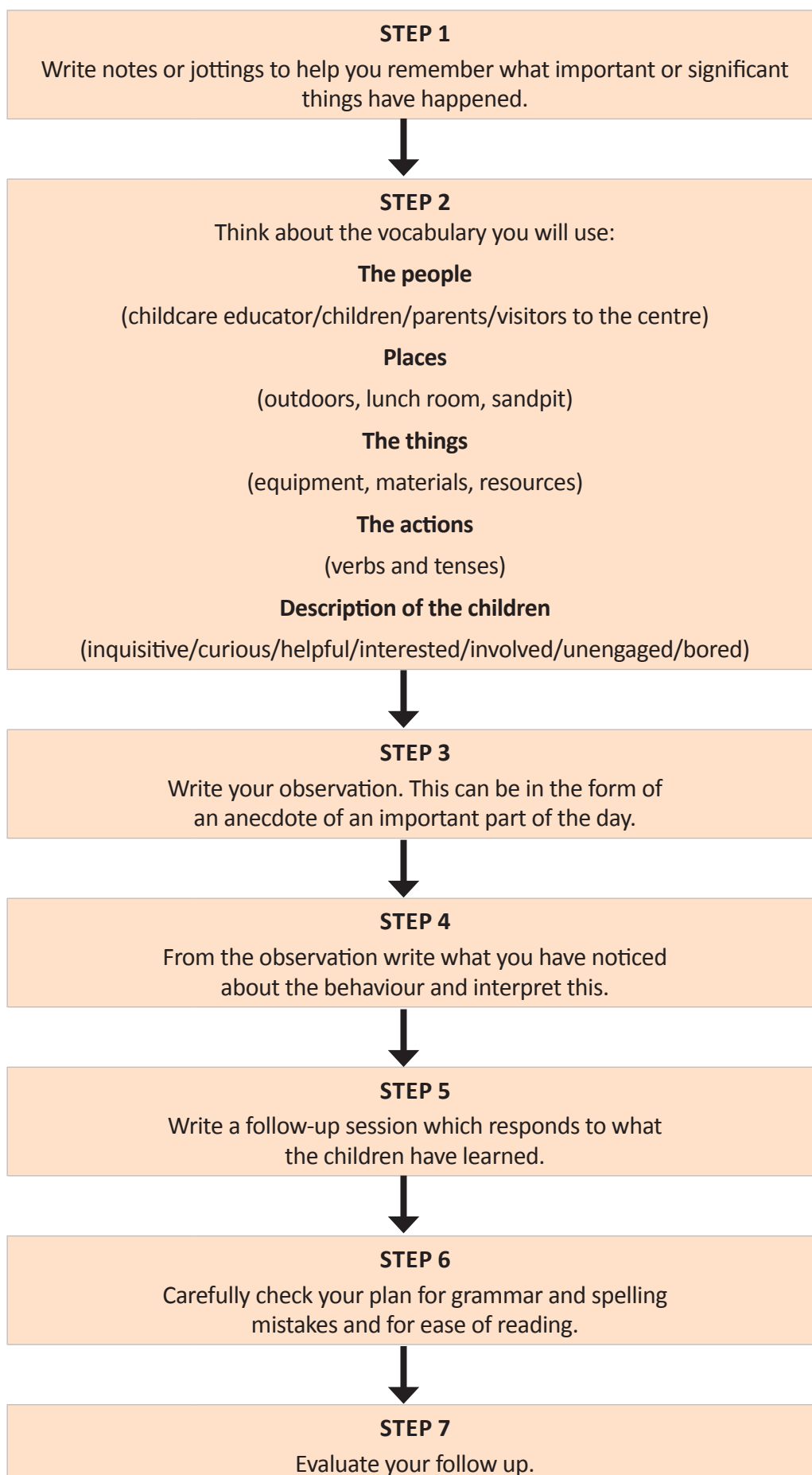
Encourage Luke to observe other children interacting successfully together.





Writing: an individual plan

When you write a plan you need to follow these steps.



Practising your skills: an individual plan

Activity 6.25 Write a plan for a child who has challenging behaviour. Choose the following jotting to base your plan on, or write a plan from your own experience.

Use the steps opposite to write your plan.

Ask your trainer or mentor to check your plan.

Date 20th April

Ellie loved play with butterflies. Didn't want to leave for lunch.

Ellie sat next to Grace at lunch and kicked under table. Not hard but Grace screamed, "You kick me! Horrible."

Ellie shouted back, "You bugger" and pushed Grace's food on floor. Grace cried.

Need to talk to Ellie's mum. Need to think about lunch seating.

[illegible]



Talking to children: language to support positive behaviour

The language we use with children is very important in supporting positive behaviour.

The following are examples of:

- strategies you should use
- examples of this language
- examples of language you should avoid

| Strategy | Example: | Instead of: |
|--|---|---|
| Make positive statements | It's a good idea to sit quietly. | Don't run around. |
| Explain the consequences of an action | We don't throw the sand around because it can go into other children's eyes and hurt them very badly. | Don't throw the sand. |
| Say what is expected in the centre | Chairs are for sitting on. | Don't stand on the chair. Sit down! |
| Focus on the behaviour, not the child | When you took the dinosaurs from Zac you upset him because he was playing with them. | You're a very bad boy. |
| Explain why the behaviour was positive | Thank you for bringing in your photos of your pets Charlie. Everyone really enjoyed looking at them. | Well done. |
| Provide the child with a choice | What would you like to eat first, your chicken or your beans? | Eat your vegetables. |
| When there is no choice don't ask if the child would like to do it | It's time for group session now. | Would you like to join us in group session? |

Adapted from *Behaviour Management in Childcare* http://www.aussiechildcarenetwork.com/behavior_management.php

Activity 6.26 Look at the following situations. What could you say to support positive behaviour?

- a Rosie is throwing balls at other children who are quietly reading books together.

Explain the consequences of her action.

- b Luke and some other children were playing with blocks and reading books. It's time for a group activity so the other children are cleaning up. Luke just continued playing.

Provide Luke with a choice.

- c Ellie is not very confident with singing. Today she sings with everyone else and is very pleased with herself.

Explain why the behaviour is positive.



Glossary

A

anecdote

is a written record of the observations of a child's learning made by a childcare educator. It is a story of events and is written after, not during the event.

attachment

is the emotional bond that develops between a carer and a baby that allows the baby to feel safe and free to learn and explore.

B

behaviour

is the responses and actions that can be observed and described in children.

C

cognitive development

is the process where a child learns to think and reason and solve problems in order to understand the world around them.

cultural identity

is a person's background – usually where they come from, the language they speak, their cultural practices and beliefs.

D

daily routines

are regular events that are repeated at special times in the education and care environment eg nappy changing, morning tea.

development

is the process that describes how children change over time as a result of learning and physical, social and emotional growth.

documentation

is the process that childcare educators use to create written records of children's development and learning.

dummy

is a nipple shaped plastic device that an infant sucks on for comfort.

E

EYLF

is the abbreviation for Early Years Learning Framework, a national Australian guide which describes the principles, practices and outcomes for the education and care of children from birth to five years.

emotional development

is the process where a child learns to express his or her feelings along with the development of self concept and self esteem.

F

Family day care (FDC)

is child care that is provided by a licensed carer in their own home.

fine motor skills

are actions that require the development of small muscle groups of the hands, wrists, fingers, feet, toes, lips, and tongue. These allow a child to do tasks eg holding small objects, speaking clearly and writing.

floater

is a childcare educator who works across a number of rooms in a childcare centre in different roles as needed.

foodborne illness

is a sickness that is spread through eating bad food.

formative assessment

is the process of gathering and analysing information as evidence about a child's learning in an ongoing way, as the learning happens.

G

gross motor skills

are actions that require the development of the large muscles of the body to allow children to walk, run or climb, etc.

H

hazard

is an action, a thing or a process in the workplace that is dangerous and could result in someone having an accident or becoming sick.

hazard room

is a locked room in a childcare centre where dangerous substances (disinfectants, detergents, etc) are stored safely.

I

infant formula

is used instead of breast (human) milk to feed babies and infants under 12 months of age and is prepared for bottle or cup feeding

interpretation

is part of documentation. It tells us what the educator thinks the child's actions and behaviour means in terms of development and learning. An interpretation



makes general statements about a child's social, emotional, cognitive, physical and language skills.

J

jottings

are short notes of significant events that a childcare educator writes to record behaviour or something a child said. They assist the educator in remembering events.

jouncing board

is a long piece of timber board that children jump and bounce on. It is used for play equipment.

L

language development

are the tools of sound, writing and pictures that a child uses to communicate ideas and thoughts and feelings with other people.

learning

is the change that happens in an individual's behaviour when the child has experiences; learning is affected by the child's maturing and their environment.

learning outcomes

are skills or knowledge that a childcare educator can expect and encourage in a child in a childcare setting.

learning story

is a written record of the observations of a child's learning made by a childcare educator. A learning story documents an episode of play and the interactions that happen during that episode.

long day care centre

is a place that provides at least 8 hours a day child care for children under school age. (Long day care provides food, provisions, etc.)

M

milestone

is a skill or event in a child's life that can be used as a guide of the child's development. For example, when a child begins to walk, he or she moves from being a baby to becoming a toddler.

N

non-verbal communication

is the signs an infant uses to relay a message. For example: eye contact, gestures, sounds, body movements, etc.

O

observations

are the responses and actions that a childcare educator sees a child enact that can be understood and interpreted as knowledge about the child's learning and development.

P

peers

are children or adults of the same age.

philosophy

is the statement of the values, beliefs and attitudes that guide the everyday practices of the childcare educators who work in a childcare setting.

planning cycle

is the process of gathering information about the child,

questioning what the child needs, planning learning, implementing the plan and reflecting on this.

play provision

is the opportunity for children to learn through play: to explore, discover, imagine, develop ideas, interact and communicate.

policy

is a statement of principles, beliefs and attitudes which provides the framework on which a childcare centre operates.

preschoolers

are children aged from three to five years.

procedure

is a set of step-by-step instructions to do something.

program

is a planned sequence of activities and experiences for children, which are intended to achieve a learning outcome.

Q

Quality Assurance System (QAS)

is a set of documents that describe and measure quality childcare. The system helps to make sure high standards exist across the childcare industry.

S

safety audit

is a checklist that is used to evaluate how safe the childcare setting is; to identify any risk or hazard and remove them.

sandpit

is an enclosed area of sand for children to play in.



self esteem

is the opinion and the way a person values him or herself.

settled

is when a baby is calm and contented and goes to sleep easily.

social development

is the process that allows a child to develop relationships with others that are appropriate in social and cultural situations.

softfall

is material that is placed under play equipment to protect a child who may fall.

T

toddlers

are children aged from two to three years.

W

Work health and safety (WHS)

is a system of protecting workers' health, safety and welfare in a workplace.

Notes

Notes

Notes

