

# **Family Day Care Educator network meeting:**

## **Compliance forms NAIDOC week**

# Acknowledgement of country

***Windermere would like to acknowledge the Traditional Owners of the lands on which we are meeting tonight, Wurundjeri and Bunurong. We pay our respects to their Elders past, present and future.***



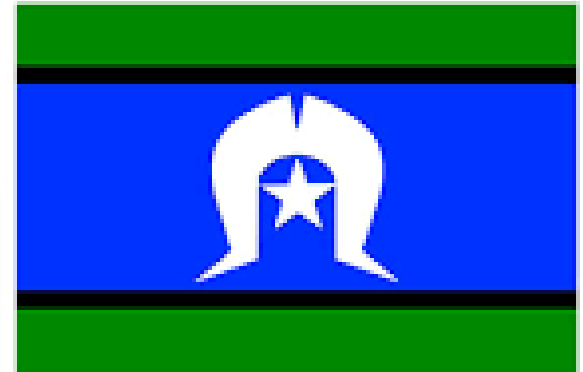
Black: Represents the Aboriginal people of Australia



Yellow: Represents the Sun, the giver of life and protector



Red: Represents the red earth, the red ochre and a spiritual relation to the land



## Tonight's Agenda:

1. *Compliance forms*
  - *Incident, injury, illness and trauma form*
  - *Evacuation practice form*
2. *NAIDOC week*
  - *Discussions/Sharing of ideas*
3. *Questions/Ideas*

Why do we have them?

The short answer is that they are a legislative requirement under the National Law and Regulations.

However,

They protect you as an educator.

They protect us as a service.



# *Incident, injury, illness and trauma form*

Division 2 outlines the policies and procedures an education and care service is required to follow in the event a child

- is injured
- becomes ill; or
- suffers a trauma

Regulation 86 – Notification to parents of Incident, injury, trauma and illness record

Regulation 87 – Incident, injury, trauma and illness record

Regulation 88 – Infectious diseases

# *Evacuation Practice form*

Division 5 outlines the requirements for emergencies relating to evacuation practices.

Regulation 97 Emergency and evacuation procedures – sub regulation 3 (ab), (b) and 4.

\*The following slides are examples of a completed Incident, Injury, Trauma and Illness Record and an Evacuation Practice form.

## Incident, Injury, Trauma and Illness Record Form



Early Childhood Education & Care Services

### 1. Type/Date/Time of Incident

☒ Injury ☐ Trauma ☐ Illness

Date: 21/04/20

Time: 2.06

☐ am ☒ pm

### 2. Child Details

Childs Family Name: Bloggs

Childs Given Name: Jordan

Date of birth: 00/00/0000

Age: 13months

### 3. Incident Details – Incident, Injury, Trauma (for illness go to section 4)

Circumstances leading to the incident/injury/trauma: (please describe in detail)

Jordan was playing in the indoor playroom when she tripped over a doll on the floor and bumped her forehead on the side of the coffee table

Products or structures involved: (please describe in detail)

Doll (on the floor)

Wooden coffee table in the play room

Location of the incident: Indoor playroom in the FDC environment

Name of person who witnessed the incident: Educators' name or whoever witnessed the incident

## Incident, Injury, Trauma and Illness Record Form



Early Childhood Education & Care Services

Nature of Injury sustained (please indicate where):



- |   |   |
|---|---|
| <input type="checkbox"/> Abrasion/scrape      | <input type="checkbox"/> Cut                    |
| <input type="checkbox"/> Bite                 | <input type="checkbox"/> Rash                   |
| <input type="checkbox"/> Broken bone/fracture | <input type="checkbox"/> Sprain                 |
| <input checked="" type="checkbox"/> Bruise    | <input checked="" type="checkbox"/> Swelling    |
| <input type="checkbox"/> Burn                 | <input type="checkbox"/> Other, please specify: |
| <input type="checkbox"/> Concussion           |   |

### 4. Incident Details – Illness

Circumstances surrounding child becoming ill, including apparent symptoms:

N/A

### 5. Action Taken (complete for ALL incidents)

Details of action taken, including first aid and administration of medication:

Comforted Jordan and applied a cold compress to her forehead for about 3 minutes - I observed Jordan to check if the swelling had subsided and monitored her for signs of concussion eg. vomiting, drowsiness or listlessness  
I took a photo of the swelling on Jordan's forehead and sent it to Dianne (Jordan's mother) via text message. I contacted Dianne via phone call to inform her of Jordan's incident before I sent her the photo

Medical personnel contacted: ☐ Yes ☒ No

If Yes, provide details (ie type/contact details):

N/A

If medical treatment was sought you must inform Windermere as soon as possible as Windermere must inform the DET within 24 hours of the incident



## Incident, Injury, Trauma and Illness Record Form



Early Childhood Education & Care Services

### 6. Details of person completing this record

Name: Insert your name here

Signature: Sign here

Date: 21 / 04 / 20

Time: 2.45

☐ am ☒ pm

### 7. Notifications (including attempted notifications)

Name of Parent/Guardian notified: Dianne Bloggs

Signature of parent/guardian: Parent signature

Date notified: 21 / 04 / 2020

Time notified: 2.20

☐ am ☒ pm

Nominated Supervisor notified: Andrea Carmody

Signature of Nominated supervisor: Supervisor signature

Date notified: 21 / 04 / 2020

Time notified: 2.30

☐ am ☒ pm

Manager notified (if applicable): N/A

Signature of Manager:

Date notified: / /

Time notified:

☐ am ☐ pm

Regulatory Authority notified (if applicable): N/A

Date notified: / /

Time notified:

☐ am ☐ pm

### 8. Additional Notes/Action Required (if applicable)

I made a follow up call to Dianne at 7.00 pm to check on Jordan's wellbeing and inquired about whether or not medical treatment was sought for Jordan's injury - Dianne confirmed that no medical treatment was sought and that Jordan was doing well 21/04/2020

PLEASE RETAIN A COPY OF THIS FORM FOR YOUR RECORDS.

## Early Childhood Education and Care Services Emergency Evacuation Practice



Please conduct an emergency home evacuation practice every 3 months (each school term) and keep in your administration folder. You must ensure that all children in your care have participated in a quarterly evacuation practice.

NOTE: Ensure an excursion risk management plan and parent permission is sought before commencement.

Educator's name: Jo Blogg

Date: 21 /04 /2021

Time: 10.00 am

Location of the fire/emergency eg. kitchen, bedroom etc.		Potential intruder on the property
Children involved in the practice:		
1. Peter Harris	5.	
2. Hannah Smith	6.	
3. John Smith	7.	
4.		
<b>Evaluation:</b>		
How did the practice go?		
As this was the first time we did this practice with these 3 children, it went really well – they were curious as to what was happening – we did this practice as we sat down for lunch, I explained to them that we needed to have a 'secret' lunch and hide		
I closed all the blinds and shutters and ensured the doors were locked. I gathered all the children and their lunch boxes and we proceeded to my walk in robe (Shelter in Place) and then called 000		
Were there any problems?		
John appeared unsettled and anxious and wanted lots of cuddles (reassurance)		
How long did it take?		
5 minutes to completely lockdown from start to finish – we stayed in the walk in robe till the children finished their lunch		
What could be improved?		
Having a conversation with the children before the practice, explaining the reason for the practice and what they could expect to occur – this would potentially alleviate any anxiety issues with some children. Remember to take the Emergency Evacuation bag in future.		

Please let the families know before hand that you will be practicing your emergency procedure sometime in the next few days. This will ensure that families will not be upset when their child returns home and tells them that there was a fire.

Educators should follow the evacuation plan on the FIRE ORDERS.

Children should be aware of the assembly area/s as listed on your Fire Orders.

Educators should aim to teach the children to:

- STOP, DROP AND ROLL and
- GET ON THE FLOOR and GO GO GO. (Crawl low in smoke method.)

When evacuating, the Educator must take:

- Mobile phone✓
- Parents and emergency contact phone numbers for the children in care ✓
- Prepared Emergency Bag is required. (This should include a first aid kit etc.)

\* What does NAIDOC stand for?





- National Aborigines and Islanders Day Observance Committee
- It's origins can be traced to the emergence of Aboriginal groups in the 1920's which sought to increase awareness in the wider Community of the status and treatment of Aboriginal and Torres Strait Islander Australians.





The NAIDOC 2021 theme – Heal Country! – calls for all of us to continue to seek greater protections for our lands, our waters, our sacred sites and our cultural heritage from exploitation, desecration, and destruction.



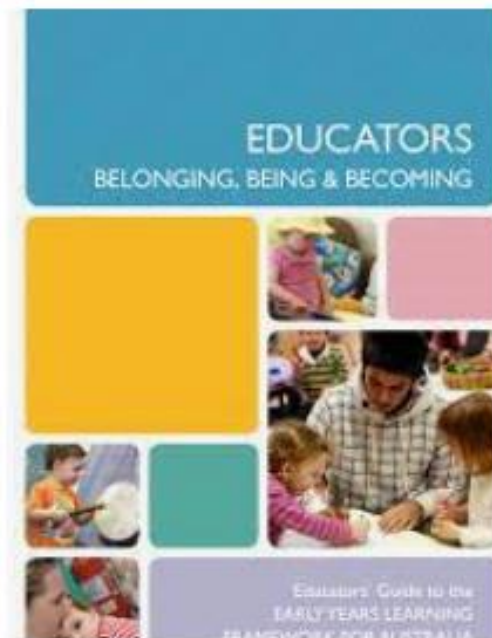
Gubi Gubbi artist Maggie-Jean Douglas has won the 2021 National NAIDOC Poster competition from a record 260 entries. “When creating Care for Country, I kept in mind that this meant spiritually, physically, emotionally, socially and culturally.”

## WHAT THE EYLF SAYS:

- Educators who are culturally competent respect multiple cultural ways of knowing, seeing and living, celebrate the benefits of diversity and have an ability to understand and honour differences.(Framework, p.16)



Refer to the Educator's guide to the EYLF, Section 7 – The Journey for Educators: Growing Competence in working with Australian Aboriginal and Torres Straits Islander Cultures – Pages 24 to 29





\*WHAT THE VEYLDF SAYS, in Practice Principle 4: Equity and Diversity.

Early childhood professionals:

- Promote cultural awareness in all children, including greater understanding of Aboriginal and Torres Strait Islander ways of knowing and being.





## HOW WILL YOU EMBED NAIDOC WEEK INTO YOUR PROGRAM AND ENVIRONMENT?



Ideas on how to incorporate NAIDOC Week into your program and environment:

- Download and display the 2021 NAIDOC Poster
- Aboriginal music
- Read Dream Time stories (How the birds got their colours/Shirley Purdie/Welcome to Country/Wilam)
- Look at and discuss eco/river systems
- Discussions around how Aboriginal Australians have used and still use different ways to communicate such as symbolic drawings and art work
- Discussions and activities based around Heal the Country eg. Sustainability, recycling, local flora and fauna, bush tucker
- Excursion to local botanical gardens (COVID restrictions permitting)
- Sign up to the National NAIDOC newsletter
- Create an Indigenous Hall of Fame
- Check with your local Council with regards to NAIDOC Week events

Cultural Competence is always about building relationships –  
Cultural competence is a learning journey which is underpinned by respectful relationships between the children, families and educators, organisations and communities, which continually evolve. There is not a 'one size fits all' approach as Aboriginal and Torres Strait Islanders cultures are diverse

We would like to encourage you to embed into your program and reflect on cultural practices of all communities on an ongoing basis.

## Training opportunities:

- Join or become a member of Koori Curriculum (online community for educators to build their cultural capacity and confidence - they offer training, pod casts and resources for purchase etc.
- Website - [kooricurriculum.com](http://kooricurriculum.com)
- Yarn Strong Sista – Education consultancy group – they offer workshops and resources
- Website – [yarnstrongsista.com](http://yarnstrongsista.com)



**Any questions, general discussions**



*Thankyou*

Thank you for taking the time  
to attend this network meeting.

