

# 2.1.2

## Health practices and procedures

Effective illness and injury management and hygiene practices are promoted and implemented.



Week 19  
17.6.2024

Section 2. Evaluation and Reflection (Room Leaders and Educators)

Conducted by the room leader along with their educators.



Checklist

### Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If there's something on the checklist that you're not doing, you need to adjust your practice to do it, or ask for help and training to implement it ie work with your educational/room leader who should teach/coach you how to do it. This process uses the **summative assessment process** from the **new EYLF and MTOP**. Educators review your achievements and capabilities at specified or selected timepoints. Please make a judgement about the path you are on to understanding the element.

### The checklist keys to use.

**E = Embedded** I do that **ALL** the time

**K = I know** I need to do that, but I don't do it all the time

**T = Please teach** me how to do it or improve my understanding of why I need to do it.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

### Health and Hygiene

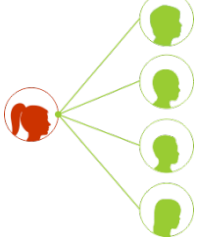
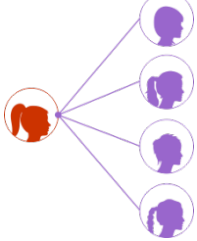
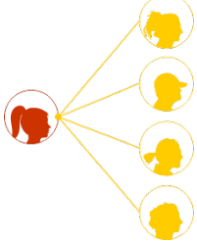
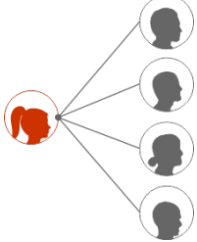
<i>Do you refer to the Staying Healthy publication when necessary for expert guidance on health and hygiene issues?</i>					
<i>Do you confidently implement all Service policies and procedures relating to the safe and hygienic storage, preparation and serving of food and drinks including breast milk?</i>					
<i>Do you confidently implement all Service health and hygiene policies and procedures including those covering cleaning of premises, equipment, and resources, toileting, nappy changing, hand washing, administration of medication, first aid, management of illness, injury and medical conditions, and exclusion periods?</i>					
<i>Do you ensure children's personal items like bedding, dummies, toothbrushes are stored hygienically without touching other children's items?</i>					
<i>Do you teach and role model hygiene practices like hand washing, cough and sneeze etiquette, dental hygiene and ear care?</i>					
<i>Do you discuss Service health and hygiene requirements and practices with families so they're familiar with Service practices and can implement relevant practices at home?</i>					
<b>Illness and Injury Management</b>					
<i>Do you always group children in ways that reduce risk of illness and injury?</i>					
<i>Do you always respond quickly to signs of illness or injury in children in line with service policies and procedures?</i>					
<i>Do you always record information about illnesses and injuries and discuss with families in culturally sensitive ways as soon as possible and on the same day?</i>					
<i>Do you understand what's considered to be a serious illness and injury and make sure these are reported to the Regulatory Authority within 24 hours?</i>					
<i>Do you discuss health and safety issues with children and include them in making service rules that promote health and safety?</i>					
<i>Do you have all the immunisations recommended for staff?</i>					
<i>Do you always give families information about an illness their child may have or illness outbreaks eg Fact Sheets from Staying Healthy?</i>					
<i>Do you understand and confidently implement infection control procedures, including exclusion periods required under the Infectious Diseases Policy?</i>					
<i>Can you confidently implement all children's medical management and medical risk minimisation plans?</i>					
<i>Do you always follow up any concerns about a child's health or wellbeing with your Room/Group Leader or Nominated Supervisor?</i>					

### Week 19, 17 to 21 June 2024 – 2.1.2 Health practices and procedures



The EYLF and MTOP says. "Evaluation practices involve educators' critical reflection on the effectiveness of their planning and implementation of curriculum for children's learning as part of the planning cycle, both for and with children'. Pick one of the following reflection points to complete the table below:

- Which health or hygiene practices do educators have the most trouble getting families to comply with? Why might this be? What changes could be implemented to improve this?
- Are there any food safety issues, including any related to the preparation, transport, storage or serving of food, that you're unsure of? How will you clarify Service procedures?
- Incidents where a child has been injured must always be documented (Reg 87). Incidents where a child may have been injured must also be documented. Why do you think this is? Do you need to change your practice?

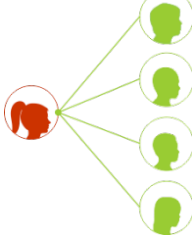
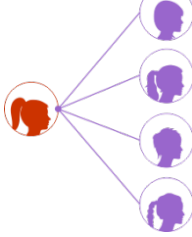
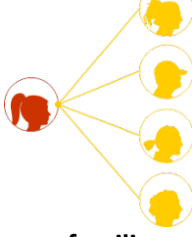
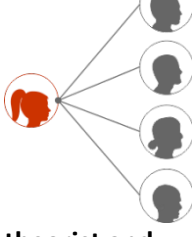
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p><b>a child</b></p>	<p>Children may not always understand the importance of reporting minor incidents or near-misses. They might forget or choose not to mention small bumps or falls.</p>	<p>Encouraging children to report all incidents, no matter how minor, through regular reminders and supportive communication. Creating a trusting environment where children feel comfortable sharing any incidents.</p>
 <p><b>an educator</b></p>	<p>Educators might overlook minor incidents, thinking they are not significant enough to document. There may also be challenges in maintaining thorough records due to time constraints or lack of awareness.</p>	<p>Revising practices to ensure every incident, no matter how minor, is documented or at least told to the families. Providing regular training on the importance of thorough documentation. Implementing a system for quick and efficient incident reporting.</p>
 <p><b>your families</b></p>	<p>Families may have concerns about how minor incidents are handled and documented. They need assurance that their children's safety is a top priority and that all incidents are taken seriously.</p>	<p>Communicating clearly with families about the importance of documenting all incidents, including minor ones. Providing regular updates and ensuring families are informed about any incidents promptly. Addressing concerns based on documented evidence.</p>
 <p><b>theorist and current research</b></p>	<p>Theories such as Risk Management and Incident Reporting underline the importance of thorough documentation to identify patterns and prevent future incidents. Research supports that detailed records help improve safety practices.</p>	<p>Staying informed about current research on incident reporting and risk management. Applying relevant theories to enhance documentation practices. Engaging in continuous professional development to stay updated on best practices.</p>

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 <p>a child</p>		
 <p>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		

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