



Assess your practice first.

Read the below description and evaluate it in relation to your practices.

Exceeding – Embedded Practice

We ensure responsiveness to children's health needs by staying vigilant and proactive. For instance, we adjust programs for children with temporary injuries and implement updated medical plans in consultation with health professionals. We also connect families with medical experts when we have concerns, such as suspected autism (ASD) or sensory processing disorder (SPD). Our team receives regular training to confidently handle health-related events, ensuring children's well-being at all times.

If you are doing similar practices to the example, use the below question to help you write your '**exceeding practice for embedded**' description so you can add it to your QIP or SAT (NSW only).

For **Exceeding** the QIP and Self-Assessment Tool (SAT)

Embedded Practice - Please explain how you and all educators are always responsive to children's (changing) health needs, and confidently respond to events that affect children's health needs.

If you and your educators need to learn how to achieve exceeding – embedded practice, proceed here and do below.

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

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The following section outlines the steps to ensure you are exceeding in Embedded Practice. If you have already successfully completed the previous section demonstrating how you are exceeding in Embedded Practice, you do not need to complete this section.

Look at the words in detail to identify what is exceeding.

Please explain how you and all educators are **always responsive to children's (changing) health needs**, and **confidently respond to events** that affect children's health needs.

... always responsive to children's (changing) health needs ... means paying attention to their health and taking appropriate actions to address any changes or concerns. It involves being aware of how their health may be different from day to day or over time and being ready to help them when needed. This could mean getting them medical help right away if something is wrong, regularly checking with their families to catch any problems early, and working with healthcare professionals. It also means listening to and supporting children, helping them understand their own health, and making sure they feel safe and comfortable. Being responsive to their changing health needs helps children stay healthy and feel cared for.

... confidently respond to events ...

Means taking prompt actions when situations arise that impact their well-being. It involves being proactive and prepared to address any events or circumstances that may affect a child's health, such as injuries, illnesses, or changes in their health conditions. This response includes having the knowledge, skills, and resources to effectively handle these situations, seeking appropriate medical attention or support, and ensuring the child's safety and comfort.

It is important to ensure that we make it **very clear how these above concepts have created change in your service.**

Please explain how you and all educators are always responsive to children’s (changing) health needs, and confidently respond to events that affect children’s health needs.

There are various types of responses to children's changing health needs. Some of these include:

Real-Time Monitoring: We continually observe children throughout the day for any signs of illness or distress. For example, if a child shows symptoms of an allergy, we act immediately by administering the necessary treatment and informing the family promptly.

Updating Health Plans: We regularly review and update health plans for children with medical conditions. If a child receives a new diagnosis, such as asthma, we work with healthcare professionals to develop and implement an updated management plan.

First Aid Training: Educators are trained in first aid and receive regular refresher courses. This ensures that we are prepared to respond confidently to any health emergencies, such as cuts, bruises, or more serious injuries.

Communication with Families: We maintain open lines of communication with families, discussing any changes in a child's health. If a child appears unusually tired or unwell, we contact the parents to discuss observations and potential next steps.

Mental Health Support: We provide support for children experiencing mental health challenges. For instance, during stressful times for the families, we offered extra emotional support and created a calm, reassuring environment to help children cope with anxiety or trauma.

Adaptation of Activities: We adapt activities to meet the changing health needs of children. If a child has a broken limb, we modify physical activities to ensure they can participate safely and comfortably.

Exclusion Policies: We enforce clear exclusion policies for infectious diseases to prevent the spread of illness. Children showing symptoms of contagious conditions are asked to stay home, and we notify all families about potential exposures.

Collaboration with Health Professionals: We collaborate closely with health professionals such as occupational therapists (OTs) and speech therapists.

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

When a child is diagnosed with a condition like ASD, we work with specialists to integrate recommended practices into our daily routines.

Your turn. Select a point from above and break it down into the subsections.

Please explain how you and all educators are always responsive to children’s (changing) health needs,

and confidently respond to events that affect children’s health needs.