



Assess your practice first.

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

Exceeding – Embedded Practice

Feedback on Emergency Procedures: Educators regularly provide feedback on the effectiveness of our emergency procedures. After each rehearsal, we evaluate whether everyone knew their roles and responsibilities, identify any unexpected problems, and discuss necessary changes. Feedback is documented, either through written evaluations from each staff member or recorded in group discussions. This continuous feedback loop helps refine our procedures, ensuring they are practical and effective for all scenarios.

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 give an example of feedback you or your team have provided on the effectiveness of your emergency procedures (eg following evaluations of emergency rehearsals.)

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

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 give an example of feedback you or your team have provided on the effectiveness of your emergency procedures (eg following evaluations of emergency rehearsals.)

There are two parts of the question above, here is how we can look at each part.

Part 1. Request for Feedback on Emergency

Procedures Description: Inquire about instances where you or your team have given feedback regarding the efficiency of emergency procedures. The feedback should stem from assessments of emergency drills or rehearsals.

Requirements: Provide a specific example that showcases how feedback was offered concerning the adequacy of emergency protocols following evaluations of practice drills.

Part 2: Example of Feedback on Emergency Procedures

Description: Illustrate a practical situation where you or your team assessed the efficacy of emergency protocols through rehearsals, leading to actionable feedback.

Requirements: Present a real-world case where your team assessed emergency procedures during rehearsals and subsequently provided feedback aimed at enhancing their effectiveness.

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

Please give an example of feedback you or your team have provided on the effectiveness of your emergency

procedures (eg following evaluations of emergency rehearsals.)

Example 1: Educator: After our recent lockdown practice, we noticed that the communication among educators could be improved. Some weren't aware of the all-clear signal, which led to a slight delay in resuming regular activities. To enhance this, we suggested a short debrief after each practice, reinforcing the signals and procedures.

Example 2: Coordinator: Following our fire evacuation drill, we identified that the exit signs in one of the hallways were partially obscured by decorations and children's artwork. This could be a problem in a real emergency. Our team suggested rearranging the decorations and artwork and ensuring clear visibility of exit signs for the safety of all children and staff.

Example 3: Director: In our recent evacuation drill, we noticed that our emergency supply kits lacked certain essential items like spare clothes for nappies for our children with additional needs who are currently using nappies. To address this gap, we've decided to involve all educators in periodically reviewing and updating the contents of these kits, ensuring they're well-prepared for any situation.

Example 4: Team Lead: After the storm drill, it became apparent that some of our educators were unsure about the specific roles they should assume during an emergency. To address this, we proposed conducting brief role-specific training sessions, empowering each staff member with a clear understanding of their responsibilities during different emergencies.

Example 5: Educational Leader: During the practice for managing an allergic reaction, we found that the location of the signs for the emergency medications was not consistent across all rooms. This inconsistency

could be problematic during a real situation. We recommended implementing a standard placement for emergency medication signage in all rooms and ensuring that staff are familiar with the layout.

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

Please give an example of feedback you or your team have provided on the effectiveness of your emergency procedures.