



Choices

Family Day Care Pty Ltd

LEARN * INSPIRE * THRIVE

**EDUCATOR
WEEKLY
PLANNER
2023**

Service Email Administration – Choices FDC 2023



Educators to send the relevant 'information' below to the following email addresses.

office@choicesfdc.com.au

- Advise of a child's start date or re-enrollment date (for compliance reasons)
- Attendances
- New enrolments / Re-enrolments
- Resubmits
- Relative Care Forms
- Vacation Care Forms (school age)
- Child Arrival/Departure Permission
- Child Exit Forms (*cc your coordinator*)
- CWA Information – (significant change e.g. from casual care to routine care)
- Excursion Forms (completed), Risk assessment and map (*cc your coordinator*)
- Regular Transportation and Regular Outing forms (*cc your coordinator*)
- Educator Leave Forms (*cc your coordinator*)
- Court Orders (*cc your coordinator*)
- Alterations to the Ed's Premises (*cc your coordinator*)
- Permission to Administer Medication (completed)
- Medical Management Plans (*cc your coordinator*)
- Swim-Attend Permission Form (*cc your coordinator*)

renewals@choicesfdc.com.au

- Blue Cards (educator and adult occupant/s – coord to sight card)
- Car Restraint Certificate
- Child Protection Certificate
- Driver's License
- First Aid, CPR and Asthma/Anaphylaxis
- Public Liability Insurance
- Educator Details Update

[Email Approved Provider \(annette@choicesfdc.com.au\)](mailto:annette@choicesfdc.com.au)

- Serious Incident Forms (*cc your coordinator*)
- New Fee Schedule (*cc your coordinator*)

[Email your Coordinator](#)

- PD Certificates – Safe Sleep, external training, etc. (*cc renewals@choicesfdc.com.au*)

For your own records:

- Booking Agreements, Family Leave Forms, Fee schedule (signed)

These forms are **not** required to be sent to service, they can be uploaded to HubWorks and attached to the child's file under 'NOTES' (opt for 'Service' to be able to view this) or stored another way for your future reference.

HubWorks Attendance Record for Educator's Own Children – RA enrolment (Orange) – Educator will:

Step 1 Check enrolment details and then add schedule to the RA enrolment (The schedule will populate to the attendance page and ESI page - Educators do not need to sign children in or out).

Step 2 Check attendances are correct and select 'Zero Session Fee.'

Mark red if absent

Delete attendance if educator is not working due to absence or annual leave.

Attendances will be recorded on the utilization report if the child was in care or absent.



Educator Goals

MY TOP 3 ACHIEVEMENTS / GOALS FOR

1.

TO MEET THIS GOAL I WILL ...

COMPLETION DATE:

REWARD:

2.

TO MEET THIS GOAL I WILL ...

COMPLETION DATE:

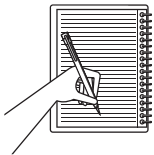
REWARD:

3.

TO MEET THIS GOAL I WILL ...

COMPLETION DATE:

REWARD:



PD's Completed.....

PD:

COMPLETION DATE:

PD:

COMPLETION DATE:

PD:

COMPLETION DATE:

PD:

COMPLETION DATE:

THERE WILL
always
BE A REWARD
HARD ↔ WORK.

Children's Details & Emergency Contacts

Child's Name:	
Parent 1:	Mobile: Work:
Parent 2:	Mobile: Work:
Doctor Name:	Phone:
Emergency Contact:	Mobile: Work:
Emergency Contact:	Mobile: Work:
Allergies/Medical Alerts Known:	

Child's Name:	
Parent 1:	Mobile: Work:
Parent 2:	Mobile: Work:
Doctor Name:	Phone:
Emergency Contact:	Mobile: Work:
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Parent 2:	Mobile: Work:
Doctor Name:	Phone:
Emergency Contact:	Mobile: Work:
Emergency Contact:	Mobile: Work:
Allergies/Medical Alerts Known:	



Address of residence/venue:						
Date	Name of visitor	Address & phone number	Reason for visiting	Time in	Time out	Signature of visitor



Address of residence/venue:

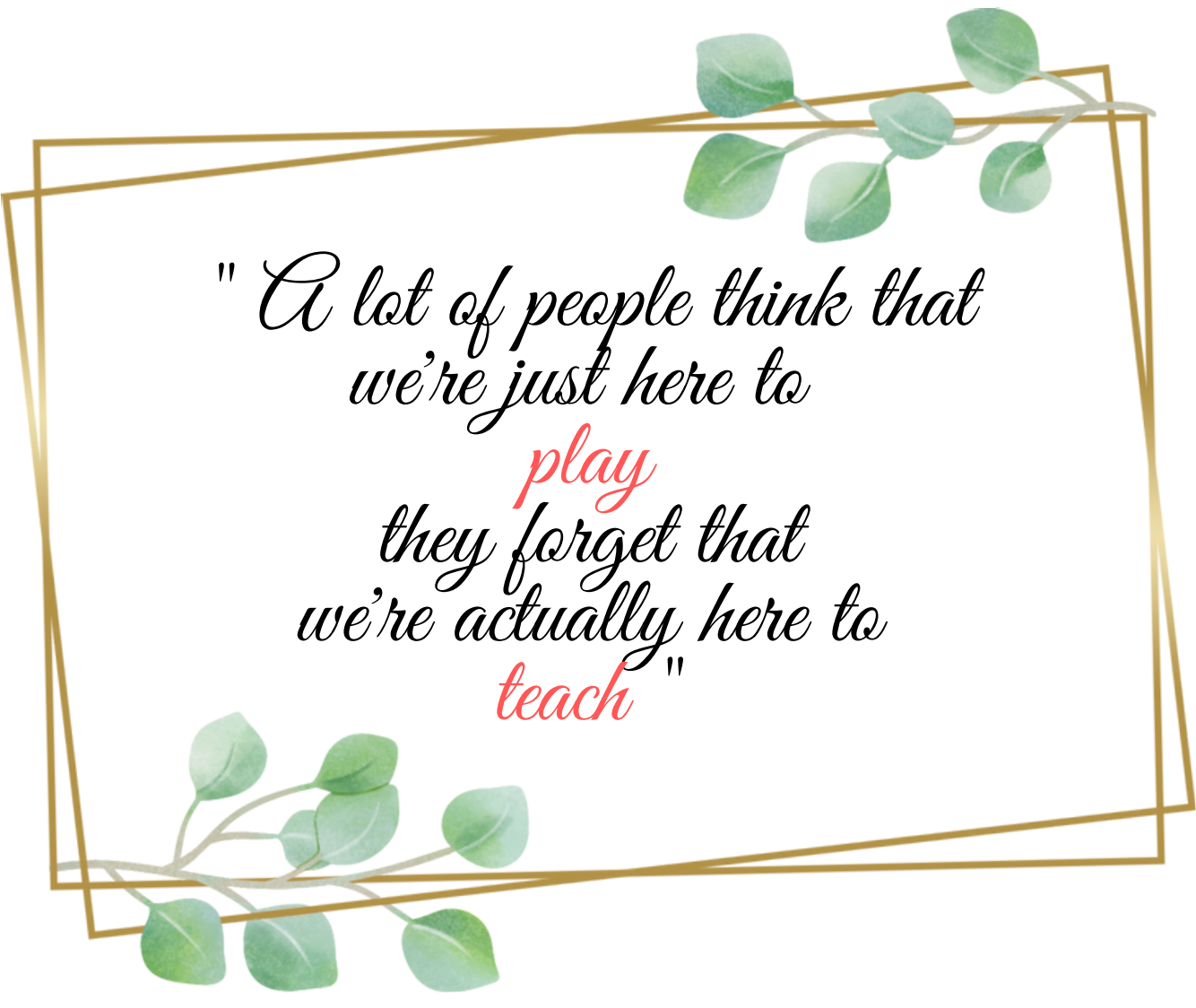
Date	Name of visitor	Address & phone number	Reason for visiting	Time in	Time out	Signature of visitor

Emergency Rehearsals



Practice **1 lockdown** and **1 Evacuation** using different scenarios every 3 months

	Evacuation	Lockdown
Please identify scenario:		
Date and time rehearsed:		
Route used: Primary or Secondary		
How did you alert children E.g. bell, whistle etc.		
Other adults present:		
Children in care - list names		
Evaluation/Reflection		
Coordinator sighted (Date & Initial)		



" A lot of people think that
we're just here to
play
they forget that
we're actually here to
teach "



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

Programming notes for January...

Your paragraph text



Daily Hygiene & Safety Checklist

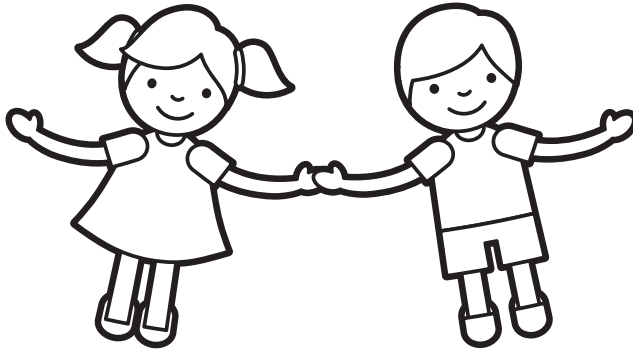
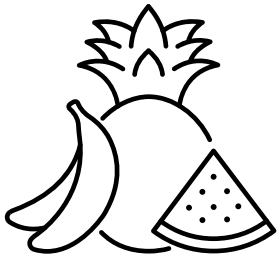


Week Beginning: _____

This checklist is to assist in conducting and recording daily inspections of all areas where foreseeable risks may have arisen overnight.

Hygiene Requirements						
Nappy Change area is kept clean and stocked						
<ul style="list-style-type: none"> All items required for Nappy Changing e.g. gloves, wipes, paper towels, warm soapy water etc. kept close by, yet out of reach of children Nappies in plastic bags must be stored inaccessible to children or stored appropriately out of the plastic bag Nappy buckets must have a secure lid on and inaccessible to children 						
Equipment, Toys and Resources must always be clean, well maintained and stored safely which does not pose a risk to children						
Kitchen – Fridge, benches and sink areas are kept clean and tidy, clear of unnecessary items						
Bathroom, toilets and laundry's – vanity, toilet, steps, stools and potty's are kept clean						
<ul style="list-style-type: none"> Laundry basket provided for dirty cloth's / Linen 						
General - Ensure effective upkeep and cleanliness of the premises, furniture, equipment, and resources.						
The entrance, exits are free from obstructions e.g. toys, shoes etc.						
Staircases with more than 3 steps (internal & external) have an appropriate barrier						
Blinds / curtain cords, clothesline or other items that could cause an entrapment are secured						
Windows / openings more than 1.75m above ground level are fixed; so they cannot be opened more than 125mm or have a secure barrier						
Floors - all areas clean e.g. mopped, swept, vacuumed and uncluttered so likelihood of accidents is reduced						
All Bins (kitchen, bathroom & nappy change) are emptied and cleaned regularly						
Outdoor Play Area						
Fences surrounding the play area are in good repair						
Items adjoining fence do not pose a climbing hazard e.g. wheelie bins, hoses etc.						
Gates are always closed, and latches secured with childproof latch or chain						
Outdoor area is free of hazards including poisonous plants/weeds, garden tools, trip hazards etc.						
BBQ unit is to be inoperable and safe; gas bottles made inaccessible to children (BBQ cover recommended)						
Large equipment e.g. swings (securely anchored), trampolines are positioned 1m away from fixed objects e.g. fence, house etc.						
All equipment, sandpits, and resources e.g. swings, cubbies, bikes, buckets are not damaged, clean and in good repair.						
Surfaces under / around equipment is well maintained and clear of all objects that may be a hazard						
Pets						
All animal bedding, toys, litter tray, faeces, pet food and water containers are inaccessible to children						
When children's play area is shared with pets; sand pits must be covered when not in use						
Sun Safety						
Suitable amount of shade in the outdoor play area e.g. pergola, trees and umbrellas						
Hats are available to protect children from the sun						
Sunscreen is available – applied before play and reapplied as necessary						
Toys and Children's Equipment						
All accessible toys are appropriate for the age and developmental abilities of children in care						
Highchairs are secure, fitted with a fully functioning 5-point harness that is always used						
Heating and Electrical						
Unused electrical power points (internal & external) are fitted with safety plugs						
All electrical cords and leads must not pose a risk or otherwise kept out of reach of children						
All free-standing fans, heaters and air-conditioners are safely guarded; or kept out of reach of children						
Microwaves accessible to children must have a child proof lock						
Sleeping Areas						
Cots are free of bumpers and pillows. Area surrounding cots allow free flow of air and surrounding items are not within a child's arm reach.						
Port-a-cots are in good repair, with no added mattress – They cannot be used for overnight care						
Individual bed linen is clean and is stored appropriately						
Storage						
Substances that could cause harm (e.g. poisons, cleaning materials etc.) are clearly labelled, stored in their original containers, and kept in a locked cupboard.						
First aid kit is out of children's reach and clearly identified						
Items such as knives, plastic bags, matches etc. are kept out of children's reach						
Safety latches on cupboards are in good working order.						
Mon	Tues	Wed	Thurs	Fri	Sat	Sun

Weekly.....



monday

tuesday

wednesday

A large, empty rounded rectangular box with a thick, hand-drawn border, intended for writing or drawing on Monday.A large, empty rounded rectangular box with a thick, hand-drawn border, intended for writing or drawing on Tuesday.A large, empty rounded rectangular box with a thick, hand-drawn border, intended for writing or drawing on Wednesday.

thursday

friday

weekend

A large, empty rounded rectangular box with a thick, hand-drawn border, intended for writing or drawing on Thursday.A large, empty rounded rectangular box with a thick, hand-drawn border, intended for writing or drawing on Friday.A large, empty rounded rectangular box with a thick, hand-drawn border, intended for writing or drawing on the weekend.

Monday: ___/___/___

Tuesday: ___/___/___

Wednesday: ___/___/___

Children's Conversations/Interests/ Discoveries & Ideas:

Communication / Feedback :

Principles

- PN1 Secure, respectful & reciprocal relationships
- PN2 Partnerships
- PN3 High expectations & Equity
- PN4 Respect for diversity
- PN5 Ongoing learning & reflective practice

Practice

- PC1 Holistic Approaches
- PC2 Responsiveness to children
- PC3 Learning through play
- PC4 Intentional teaching
- PC5 Learning Environments
- PC6 Cultural Competence
- PC7 Continuity of learning & Transitions
- PC8 Evaluation for wellbeing & Learning

Learning Outcome 1

Children Have A Strong Sense Of Identity

- 1.1 Children feel safe, secure and supported.
- 1.2 Children develop their autonomy, interdependence, resilience and sense of agency.
- 1.3 Children develop knowledgeable and confident self identities.
- 1.4 Children learn to interact in relation to others with care, empathy and respect.

Learning Outcome 2

Children are connected with & contribute to their world

- 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active communication.
- 2.2 Children respond to diversity with respect.
- 2.3 Children become aware of fairness.
- 2.4 Children becoming social responsible and show respect for the environment.

Learning Outcome 3

Children have a strong sense of wellbeing

- 3.1 Children become strong in their social and emotional wellbeing.
- 3.2 Children take increasing responsibility for their own health and physical wellbeing.

Learning Outcome 4

Children are confident & involved learners

- 4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.
- 4.2 Children develop a range of skills and processes such as problem solving, experimentation, hypothesising, & investigating.
- 4.3 Children transfer and adapt what they learn from one context to another.
- 4.4 Children resource their own learning through connecting with people, place technologies and natural/processed materials.

Learning Outcome 5

Children are effective communicators

- 5.1 Children interact verbally and non verbally with others for a range of purposes.
- 5.2 Children engage with a range of texts & gain meaning from these texts.
- 5.3 Children express ideas & make meaning using a range of media.
- 5.4 Children begin to understand how symbols & pattern systems work.
- 5.5 Children use information and communication technologies to access information, investigate ideas and represent their thinking.

Next Fire Drill Due:

___/___/___

Thursday: __/__/__

Cultural Diversity

Friday __/__/__

Weekends: __/__/__

Intentional Teaching: _____

Goals/PD

Sustainable Practices:



Planning for Learning



Indoor Environment

Outdoor Environment

Language & Literacy

Excursion & Community

Reflections on my Practice : (What worked? What was my role? How will I go about this? Who was advantaged /disadvantaged when I work this way? What considerations for next time?)

Where to from here : Topics or ideas to explore

Sleep & Rest Record



Children under 2 years old are to be checked at least every 15 minutes

CODE: D – DOWN R – REST S – SLEEP

Educator: _____

Day - Date	Child's Name	Time	15	30	45	1hr	15	30	45	2hr	15	30	45	3hr	Time
Example: Mon 01.10.2023	Joe Smith	12:17pm D	✓ S	✓	✓	✓	✓	✓	✓						1:35pm

Minimum Requirements for Documentation

Daily Routine:

- Discussed with children and families. The routine must be flexible and considerate of all children's needs.

A Program:

- Needs to be current and up to date
- Accessible to families, coordinators and authorised officers
- Links to the NQS/ EYLF/ MTOP
- A balance of indoor and outdoor experiences / opportunities
- A balance of intentional teaching and child lead / initiated experiences
- A balance of group experiences and moments for solitude.

Educator Philosophy:

- Linking or referring back to service philosophy and the NQS

Group and Individual strengths, interests and goals

Records of children's progress and participation

- Learning Stories
- Observations
- Samples of children's work
- Audio & video recordings
- Developmental Checklists

Opportunities for Family Input

Reflections: (on the following)

- the children
- the environment
- yourself (Practices)
- the service

Future planning:

- Where to next?

Please note your plan does not need to be completed before commencing care each week, however you must be able to show some planned experiences for the week ahead.

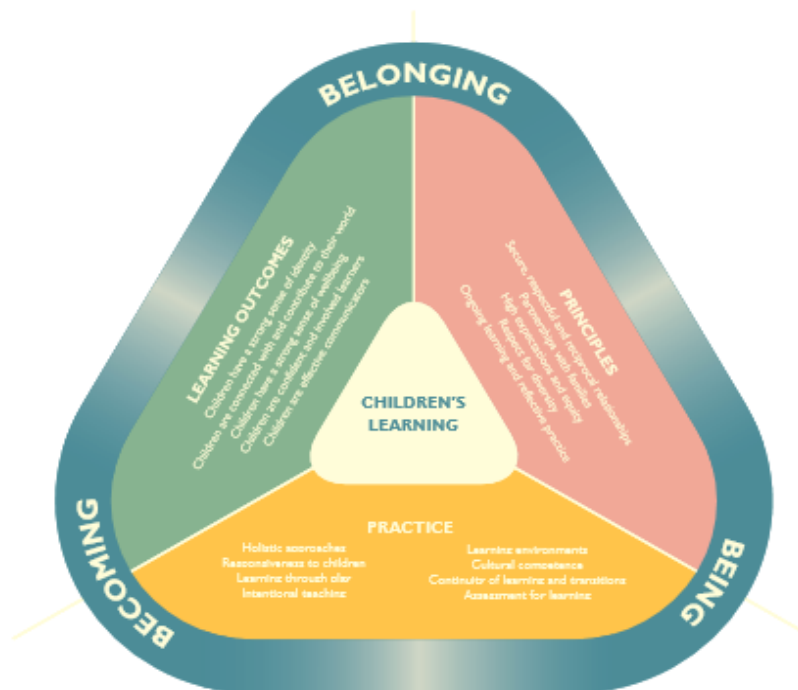


Figure 1: Elements of the Early Years Learning Framework

Reflection Questions to Consider

- * What did or didn't work and why?
- * Were there sufficient age appropriate resources for all children?
- * Consider your environment set up?
- * Was there child initiated and educator initiated experiences?
- * Was there a balance between indoor / outdoor opportunities?
- * Was there opportunity for parent input?
- * Were outcomes achieved and is this reflected in your Documentation?
- * What role did your philosophy and the service philosophy play in your experiences?
- * Who was advantaged/disadvantaged when I work this way?
- * Where to from here?

The aim of your reflections is to be rich and meaningful.

The Planning Cycle



Everyday Learning Opportunities

- * Play dough
- * Books & Stories
- * Blocks/ Construction
- * Indoor/ Outdoor
- * Puzzles
- * Role Play
- * Art / Craft
- * Music

Everyday learning opportunities are experiences that are not necessarily planned for but are offered freely everyday whilst children are in care. It is important for children to feel a sense of Belonging and this can be supported by giving children access to familiar activities and resources whilst having freedom to explore at their own pace .

Hints & Tips

- * Spaces, activities and experiences should be purposeful, allowing children to be able to explore their environments freely and learn through periods of uninterrupted play.
- * Through gathering data on each child you should have developed a clear picture of their participation and progress over time. Is there evidence of this on the planner?
- * Consult with children and families on an on-going basis.
- * Consider what information is important to collect.

NQS Planning Requirements for Consideration

- * Planning to maximise supervision and child safety
- * Sufficient resources for all experiences
- * A balance of indoor and outdoor experiences
- * Child initiated and educator initiated experiences.
- * Opportunities for rest and relaxation
- * Engaging with the community
- * Family involvement and input
- * Providing a inclusive environment
- * Embedding culturally diversity into the your plan
- * Embedding EYLF / MTOP
- * Promoting nutrition / health and wellbeing
- * Embedding sustainability into your everyday practices
- * A balance of man made and natural materials
- * Developing concepts in maths / science
- * Developing literacy and numeracy skills
- * Developing language and communication skills
- * Providing opportunities to engage with technology
- * Providing opportunities for dramatic and creative play
- * Opportunities for both individual and group experiences
- * Opportunities to engage in music and movement
- * Emergency evacuation procedures
- * Road safety
- * Providing opportunities for messy play
- * Providing spontaneous experiences
- * Scaffolding children's learning
- * Transition to school programs

Learning Outcomes

The five learning outcomes are designed to capture the integrated and complex learning and development of all children across the birth to five age range.

Belonging, Being & Becoming Pg. 19

Learning outcomes are most likely to be achieved when early childhood educators work in partnership with families...

Partnerships are based on the foundations of understanding each other's expectations and attitudes,

Principles

The five principles reflect contemporary theories and research evidence concerning children's learning and early pedagogy. The Principles underpin practice that is focused on assisting all children to make progress in relation to the learning Outcomes.

Belonging, Being & Becoming Pg. 12

Practice

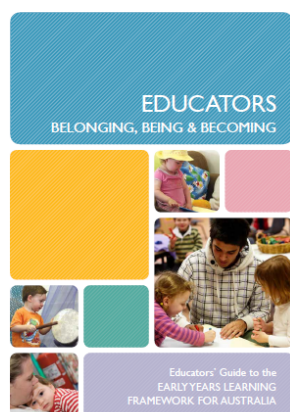
The principles of early childhood pedagogy underpin practice. Educators draw on a rich repertoire of pedagogical practices to promote children's learning.

Belonging, Being & Becoming Pg. 14



Glossary of Terms

- * **Active Learning Environments:** is one in which children are encouraged to explore and interact with the environment to make (or construct) meaning and knowledge through their experiences, social interactions and negotiations with others. In an active learning environment, educators play a crucial role. It requires educators to be engaged with children's emotions and thinking.
- * **Agency:** being able to make choices and decisions, to influence events and to have impact on one's world.
- * **Community:** Social or Cultural groups or networks that share a common purpose, heritage, rights and responsibilities and/or other bonds.
- * **Critical Reflection:** reflective practices that focus on implications for equity and social justice. (EYLF p45)
- * **Curriculum:** in the early childhood setting curriculum means "all the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development" (adapted from Te Whariki)
- * **Intentional Teaching -** Involves Educators being deliberate, purposeful and thoughtful in their decisions and actions. The opposite of teaching by rote or continuing with traditions.
- * **Learning Framework:** a guide which provides general goals or outcomes for children's learning and how they might be attained.
- * **Learning Outcome:** a skill, knowledge or disposition that educators can actively promote in collaboration with children and families.
- * **Pedagogy:** early childhood educators professional practice
- * **Play-based Learning:** a context for learning through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations.
- * **Reflective Practice:** the capacity to reflect on action so as to engage in a process of continuous learning. (Schon 1983)
- * **Scaffold:** the educators decisions and actions that build on children's existing knowledge and skills to enhance their learning.



Monday: 10/02/20

Threading beads/pasta/buttons (J.T) LO 4.2

Observation Linked: 5.2.20

Obstacle Course (SL) LO 1.3

Observation Linked: 3.2.20

Planned Experiences

Planned experiences that you have observed from children's play then used these to scaffold and extend each child's learning.

Principles

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- PN2 Partnerships
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- PN4 Respect for diversity
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Practice

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- 5.5 Children use information and communication technologies to access information, investigate ideas and represent their thinking.

Tuesday: 11/02/20

- Painting with cotton buds
- Cubby House
- Dinosaurs
- Dress Ups
- Waffle Blocks
- Leo the Lion book

Child Initiated Experiences

These are experiences that are child initiated or come from the child's interests or requests. Freely available.

Reference Tool

Principles, Practices & Learning Outcomes

Wednesday: 12/02/20

Story time at the Library (PL) LO 2.1

Observation Linked: 4.2.20

Learning Outcomes

Learning Outcomes are a skill, disposition or knowledge that children are working towards achieving.

Child's Voice

This is for collecting data to be used in planning, developing children's interests and giving the child agency. Data can be collected from conversations, discoveries and interests.

Children's Conversations/Interests/ Discoveries & Ideas:

Max learnt which dinosaurs eat plants and discovered we had a very similar plant in the backyard that a dinosaur might eat.

Jonathan discovered a small blue egg shell as he was leaving home today. He was very excited and brought it in for the other children to see. We will see if we can identify where the egg came from.

Communication / Feedback

Parents or others can write here or you can add notes regarding their participation, ideas or suggestions.

Fire Drill : Due every 3mths or when a new child starts .

Communication / Feedback :

Coordinator Visit on Wednesday 12.02.20. The children were all having a great time with the cubby house. Great turn taking and language development.

Simon went to the Railway Workshops on the weekend with his Grandfather. He likes trains.

Next Fire Drill Due:

____/____/____

Thursday: 13/02/20

Have the reading corner set up with soft toys and car books on arrival.

(AJ) LO 1.1

Observation Linked: 6.2.20

Curriculum: In the early childhood setting, curriculum means 'all the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development'.

Cultural Diversity

Making season shaker bottles.

Recipes from our families cultures.

Adding Maori Poi's to our music and dancing area made by Simons mum.

Friday 14/02/20

Put children's lunch boxes on the lower shelves of the fridge so children can use their self help skills and encourage agency, confidence and competence. (Reflection) 7.2.20 PN3 & PC5

Planning from reflections

Early childhood educators have been found to make 936 curriculum decisions in a six hour day (Podmore & Carr, 1999). As you make decisions you think, problem solve and reflect. You resolve to make changes from your reflections. You can plan from your reflections.

Weekends: 15/02/20

SA - Find a space for the children to continue their Lego construction so they continue to add to it each day. MTOP LO 2

School Aged Children/MTOP

The educational program is focused on active learning, social development and wellbeing, and recreational or leisure activities to support continuity of learning. Have discussions and seek opinions of school aged children to inform planning.

Intentional Teaching:

Supporting children to take responsibility for caring for their belongings.

Using the services nutrition resources to support healthy eating and healthy lunch boxes.

Intentional Teaching

Intentional teaching involves educators being deliberate, purposeful and thoughtful in their decisions and actions.

Goals/PD

Sue Larkey's online webinar on Behaviour Solutions
Download Factsheet

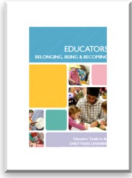
Sustainable Practices:

Watering and weeding the herb garden (Group experience)

Reflection 3.5.20 LO?

Sustainable Practices:

Sustainable practices are those activities which meet the needs of the present without harming the environment or infringing on the needs of future generations.



Planning for Learning



Indoor Environment

Outdoor Environment

- Small Blocks
- Car & Trees—Loose part play (LH)
- New mat & pillows for the reading corner (MM)
- Handbags, Cash registers & Shoes (Group Interest)

- Funnels and containers for the sandpit to allow for the development of the animal zoo and new habitat.
- Obstacle course to learn the concept of under and over. (GO)

Planning for Learning

This area is designed to plan for future ideas, resources, interests and development areas.

Language & Literacy

Excursion & Community

- Puppets and finger plays next week to assist with a visual aid for story time for the younger children.
- S.M has asked for more “My Little Pony” books
- Handwashing song and identifying name written on mirror. (Backchat method)

- Excursion to the Library for the first five forever program. This week we are learning about Fairy tales.
- Look for My Little Pony for S.M at the Library

Reflections on my Practice : *(What worked? What was my role ? How will I go about this? Who was advantaged /disadvantaged when I work this way? What considerations for next time?)*

This week we had fun discovering the animals and setting up a new habitat for them in the sandpit. This led to conversations on what animals we all had at home and how we have to look after them. We are now thinking of visiting a Pet store and our local Lone Pine Zoo. We might be able to purchase some more Australian animal puppets for our collection as these were a favourite this week and there was not enough to go around. We all had turns and learnt the positives of sharing. I noticed this week that the children are becoming more confident in their abilities and are not needing as much support. My role now is to support friendships with new children.

Reflections on my Practice

Reflecting is an important part of your work. Reflect on your practices, environment, routine and relationships. If we don't reflect, we run the risk of doing what we have always done and never changing.

Where to from here : Topics or ideas to explore

- My Little Pony, puppets, fairy tales
- Animals, habitats, Pet store
- Community garden

This blank page can be used in many ways.

1. **Webbing** - Some educators like to explore a topic with children using the webbing method. Find out what the children know, can do, interests and things to explore.
2. **Photos** - Some educators may like to put photos of their week. Giving the children agency by letting them choose the photo to go into the book.
3. **What we did today** - Some educators like to write a daily paragraph letting families know what they have done today.
4. **Notes** - Some educators love to have a page they can write their wonderings on. "I wonder how the new child will settle in", "I wonder how Jacob will cope increasing to 5 days", "I wonder if the school aged children know each other".
5. **Friday conversations** - This is a conversation with children about what they liked this week, what they didn't like this week and what they would like to do in the future. Recording their voice and opinions.