

Please add anything you would like to discuss on 18/01/23

STAFF MEETING AGENDA ITEMS

GENERAL BUSINESS (PLEASE INCLUDE TOPIC AND NAME OF STAFF)

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TEAM WORK

- Borrowing from other rooms - staff personal belongings
- New Outdoor Broom for downstairs.
- Staff toilets to be cleaned properly
- Bins - Kindy area - downstairs staff.

PDs OF INTEREST

- Room Area + Set Ups
- SUPPORT CHILDREN W SPECIAL NEEDS
- POSITIVE BEHAVIOR/TALK
-

NON ATTENDANCE (PLEASE LIST NAME AND REASON)

Minutes

18. 1. 23

~~Minutes~~

- Acknowledgement to Country - Every day.
- Lock up procedure to be signed every night.
- Deputy notifications - Needs to be checked!!
- ~~Evacuation~~ Evacuation - input - notify upstairs first (Tayla)
follow up - someone to take key to unlock gate or lock box
- Medication in emergency bags - Martina
- Team building - not knowing everyone -
birthday card
- Holey Moley - night out - Book
- Resources & Belongings - can borrow but bring back
- Outdoor Broom - Please purchase one for downstairs
- Staff toilets - clean properly rooms to mop at
end of day - RESTOCK
- Bins in kindy room - change when full
- Opening of centre - come little earlier to unlock with college.
- Allergy checklist in babies room
- Split into rooms no later than 7.15am
- Call Emu or Jennine if someone sick
- Rooms to do indoor/outdoor until 3pm
- Bev's checklist for storypark need to be handed
back (for last term)
- Air-con - Paul doesn't like air con on when doors
open - children need it when inside
- Philosophy review - what is important to
you, how is our centre unique, what are your
beliefs - Girls in group to brainstorm - filled out forms
- QIP - Create a QIP.

Standard/ Element	Concept	Descriptor
QA7		Governance and Leadership
7.1	Governance	Governance supports the operation of a quality service.
7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
7.2.3	Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

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OUR CENTRE PHILOSOPHY

We acknowledge the Wadjuk people of the Noongar nation as traditional owners of the land where Coolamon School of Early Learning Stands.

We would like to pay our respects to the elder's past, present and emerging.

Our centre Philosophy is the shared beliefs, knowledge and values of staff, families, children and key stakeholders.

Nurturing and Supporting our Children

Children are safe, secure and supported in a loving and nurturing environment.

We believe that the rights and best interests of the children is paramount.

Each child is valued and included, our educators provide a loving and supportive environment.

Children are curious enthusiastic active participants and decision makers in their learning journey.

Children are successful, competent and capable learners each with unique qualities and abilities that we nurture to reach their fullest potential.

All children have the right to be treated equally and with respect, we believe in advocating and nurturing the "United Rights of a Child".

Opportunities are provided that enhance children's journey of being, belonging and becoming. These opportunities support children to develop self-esteem, autonomy, social skills, build confidence, resilience, early numeracy and literacy skills.

Each child is unique and we support children in succeeding and meeting their individual developmental milestones.

Children develop a strong sense of identity, are connected and contribute to the world and have a strong sense of wellbeing.

Children are confident and involved learners. They are effective communicators.

A solid foundation in the first 5 years of a child's life, gives them the ultimate opportunity to lifelong successes, health and development.

Children are supported with continuity of learning and transitions. We foster positive transitions from home and a supportive school readiness program.

Partnerships with Families and our Community

Families are the first and most influential people in a child's life and are privileged to be a part of their child's early years.

Families contributions, ideas and feedback into all aspects of our service to ensure that we are able to provide high quality education and care.

Strong community connections and partnerships with key stakeholders are imperative for overall success.

Families cultures, values and perspectives are valued. We welcome all families to share their skills, talents, traditions and expertise.

Our Educational Curriculum

Our holistic educational curriculum is responsiveness to children's strengths, ideas and emerging interests.

Our curriculum is flexible providing an engaging, diverse and stimulating range of learning experiences in both the indoor and outdoor learning environments.

We believe in the importance of "Learning through play" and create opportunities for discovery, engagement, creativity, imagination, critical thinking and sensory involvement.

We support children through scaffolding learning and making the most out of "teachable moments" each and every day.

Our curriculum supports children to feel connected to their world by acknowledging and celebrating their cultural traditions and values.

We provide opportunities to support children to become environmentally responsible and sustainable.

Our curriculum support's children in their growth and development. Each child has an individual learning plan cycle to demonstrate their learning achievements, critically reflect, extend and assess their progress in consultation with the Early Years Learning Framework.

We believe the aesthetically pleasing environment to be a critical aspect of children's learning and development.

Our environments are welcoming and stimulating for children and promote opportunities for problem solving, investigating, exploring and appropriate risk taking.

Our Early Childhood Educators

Our educators engage in warm, positive and respectful interactions with children while supporting, guiding and extending their learning.

Our educators do not view the importance of developing respectful reciprocal secure relationships with children by being fully "present" for their special moments, achievements and meaningful conversations.

Our educators are knowledgeable, using holistic approaches, responsiveness and intentional teaching to empower children and support their learning and development.

We respect diversity in culture, views, values and understandings.

We value and respect Aboriginal and Torres Strait views, values, understandings and traditions.

We believe in critical reflection in all aspects of our service as it is fundamental to our ongoing growth and successes.

We have a dedicated approach to continuous improvement by embedding our service practices, using critical reflection and meaningful engagement with families and the community to inform best practices in Early Childhood Education and Care.

We are empowered and knowledgeable in our Pedagogy. We will guide, support and extend a child's play experiences in making connections, using, building on their existing knowledge and experiences.

We are committed to providing a safe, secure and nurturing environment for all children and staff.

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Room Meeting Minutes

Start Time _____ Date 18/01/23

Room INVENTORS

Attendance Martina & Tabia

	Tick if discussed	Any notes
<u>Shift Duties / routine</u> Do all staff understand responsibilities? Are staff sharing duties? Daily Checklist, who's responsible?	✓	Staff aware of what duties are required and when. New team but working well so far
<u>Cleanliest of Room</u> Are there jobs to be done?	✓	
<u>Supervision within the room</u>	✓	When only one staff does make things like nappy changes etc a little difficult.
<u>Any Equipment/Materials required</u>	✓	Will organise a time to create a list of resources that may come in use for children.
<u>Any special Days / Celebrations</u> This can include cultural days	✓	
<u>Children being supported</u> Discuss the importance of each child regardless of age, gender, ability, culture etc. Value each child's uniqueness in a positive way	✓	
<u>Quality Improvement Plan (QIP)</u>	✓	
<u>Parent Request or Input</u>	✓	BRODIE'S MUM WILL COME AT SCHOOL DROGERS
<u>Critical Reflection/Input into Program</u> Does everyone understand the program? Does everyone know how to do observations? Are the children responding well to the program? Is our intentional teaching purposeful?	✓	Martina wanting a walkthrough thoroughly with Bev

(Discuss with other team members)

Are you allowing children to make decisions about the day's activities?

- Ask children what they want to do each day and go with it and help scaffold their learning.

Are you getting as much parent input as you can?

- Writing comments that parents make in the daily journal every day.

Room Meeting Minutes

Start Time 9.55am Date 17/1/23

Room Adventurers

Attendance Tahlia, Thelma, Leah

	Tick if discussed	Any notes
Shift Duties / routine Do all staff understand responsibilities? ✓ Are staff sharing duties? ✓ Daily Checklist, who's responsible? ✓	✓	
Cleanliest of Room Are there jobs to be done?	✓	
Supervision within the room	✓	
Any Equipment/Materials required	✓	Shoe Rack More cognitive - Puzzles.
Any special Days / Celebrations This can include cultural days	✓	Aus day.
Children being supported Discuss the importance of each child regardless of age, gender, ability, culture etc. Value each child's uniqueness in a positive way	✓	
Quality Improvement Plan (QIP)		
Parent Request or Input	✓	FI about language barriers. * Using Auslan cards more.
Critical Reflection/Input into Program Does everyone understand the program? ✓ Does everyone know how to do observations? ✓ Are the children responding well to the program? ✓ Is our intentional teaching purposeful? ✓	✓	

(Discuss with other team members)

Are you allowing children to make decisions about the day's activities? ✓

- Ask children what they want to do each day and go with it and help scaffold their learning. - child input.

Are you getting as much parent input as you can?

- Writing comments that parents make in the daily journal every day.

- FI input will be a focus in the room to ensure we are providing the best program possible for the children.

Room Meeting Minutes

Start Time 11:40 Date 30/1/23

Room Creators.

Attendance mel and Andrew

	Tick if discussed	Any notes
<u>Shift Duties / routine</u> Do all staff understand responsibilities? Are staff sharing duties? Daily Checklist, who's responsible?	/	team work better well as a team
<u>Cleanliest of Room</u> Are there jobs to be done?	/	n/a
<u>Supervision within the room</u>	/	ratio checks
<u>Any Equipment/Materials required</u>		textas - white paper
<u>Any special Days / Celebrations</u> This can include cultural days		new years
<u>Children being supported</u> Discuss the importance of each child regardless of age, gender, ability, culture etc. Value each child's uniqueness in a positive way		transitioned relationships building quickly
<u>Quality Improvement Plan (QIP)</u>		
<u>Parent Request or Input</u>		each day conversations added events / ext activities to program
<u>Critical Reflection/Input into Program</u> Does everyone understand the program? Does everyone know how to do observations? Are the children responding well to the program? Is our intentional teaching purposeful?		we help one another to fulfill all duties

(Discuss with other team members)

Are you allowing children to make decisions about the day's activities?

- Ask children what they want to do each day and go with it and help scaffold their learning.

Are you getting as much parent input as you can?

- Writing comments that parents make in the daily journal every day.

Due back by ~~Wed~~ Tues 21st

Room Meeting Minutes

Start Time _____

Date 20/02/23

Room INVESTORS

Attendance MARTINA

	Tick if discussed	Any notes
<u>Shift Duties / routine</u> Do all staff understand responsibilities? Are staff sharing duties? Daily Checklist, who's responsible?	✓	
<u>Cleanliest of Room</u> Are there jobs to be done?	✓	WE IMPU RELETED SOME ENIQUE
<u>Supervision within the room</u>	✓	
<u>Any Equipment/Materials required</u>		
<u>Any special Days / Celebrations</u> This can include cultural days	✓	
<u>Children being supported</u> Discuss the importance of each child regardless of age, gender, ability, culture etc. Value each child's uniqueness in a positive way	✓	
<u>Quality Improvement Plan (QIP)</u>	✓	
<u>Parent Request or Input</u>	✓	
<u>Critical Reflection/Input into Program</u> Does everyone understand the program? Does everyone know how to do observations? Are the children responding well to the program? Is our intentional teaching purposeful?	✓	

(Discuss with other team members)

Are you allowing children to make decisions about the day's activities?

- Ask children what they want to do each day and go with it and help scaffold their learning.

Are you getting as much parent input as you can?

- Writing comments that parents make in the daily journal every day.

Any other Items to Discuss

Item No.	Note: Staff are to engage in reflection & refinement of strategies to create and sustain improvements.	Action Required by
	<p>POSITIVE ROLEMODELING AND LANGUAGE TO THE CHILDREN</p>	
	<p>HOW TO SUPPORT AND AWARD CASUAL STAFF TO BE MORE EFFICIENT</p>	

Room Meeting Minutes

Start Time 2:15pm Date 18.1.23

Room Discoverers

Attendance Say, Felda & Annie.

	Tick if discussed	Any notes
<u>Shift Duties / routine</u> Do all staff understand responsibilities? Are staff sharing duties? Daily Checklist, who's responsible?	✓	
<u>Cleanliest of Room</u> Are there jobs to be done?	✓	
<u>Supervision within the room</u>	✓	
<u>Any Equipment/Materials required</u>	✓	
<u>Any special Days / Celebrations</u> This can include cultural days		Australia Day Chinese New Year.
<u>Children being supported</u> Discuss the importance of each child regardless of age, gender, ability, culture etc. Value each child's uniqueness in a positive way	✓	
<u>Quality Improvement Plan (QIP)</u>	✓	consistent stays in room
<u>Parent Request or Input</u>	✓	
<u>Critical Reflection/Input into Program</u> Does everyone understand the program? Does everyone know how to do observations? Are the children responding well to the program? Is our intentional teaching purposeful?	✓	

(Discuss with other team members)

Are you allowing children to make decisions about the day's activities?

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Are you getting as much parent input as you can?

- Writing comments that parents make in the daily journal every day.

Any other Items to Discuss

Item No.	Note: Staff are to engage in reflection & refinement of strategies to create and sustain improvements.	Action Required by

Room Meeting Minutes

Start Time 2:50pm (Indoor) Date 30-1-23

Room Explorers

Attendance Mina, Sandra, Ingrid

	Tick if discussed	Any notes
Shift Duties / routine Do all staff understand responsibilities? Are staff sharing duties? Daily Checklist, who's responsible?	X	No, ^{not everyone} even you asked & told them they dont do it no initiative.
Cleanliest of Room Are there jobs to be done?	✓	Yes, Mina make sure cleaning is done at the end of the day
Supervision within the room	✓	
Any Equipment/Materials required		- More picture book (Hard books) - age appropriate soft blys. - Wooden puzzles
Any special Days / Celebrations This can include cultural days	✓	- Valentines day - Waitangi Day
Children being supported Discuss the importance of each child regardless of age, gender, ability, culture etc. Value each child's uniqueness in a positive way	✓	Yes, We communicate & talk about it during quiet time
Quality Improvement Plan (QIP)	✓	Storypark training to help with planning, observations
Parent Request or Input	✓	- Parents noticed to her outside they ask if we can put some outside - parents want lockers for their new children
Critical Reflection/Input into Program Does everyone understand the program? Does everyone know how to do observations? Are the children responding well to the program? Is our intentional teaching purposeful?	✓	- We understand program children - not all know how to do observations in storypark (storypark training) - team are too rushed for planned activities to have any essence - permanent team for rooms for consistency

(Discuss with other team members)

Are you allowing children to make decisions about the day's activities?

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Are you getting as much parent input as you can?

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not asking but following their lead. (children cant communicate easily)
 ↓ where is and what is the daily journal (sandy + Ingrid)

Any other Items to Discuss

Item No.	Note: Staff are to engage in reflection & refinement of strategies to create and sustain improvements.	Action Required by
	roles + responsibilities for 5 educators per room.	
	Keeping team members in the same room for consistency	