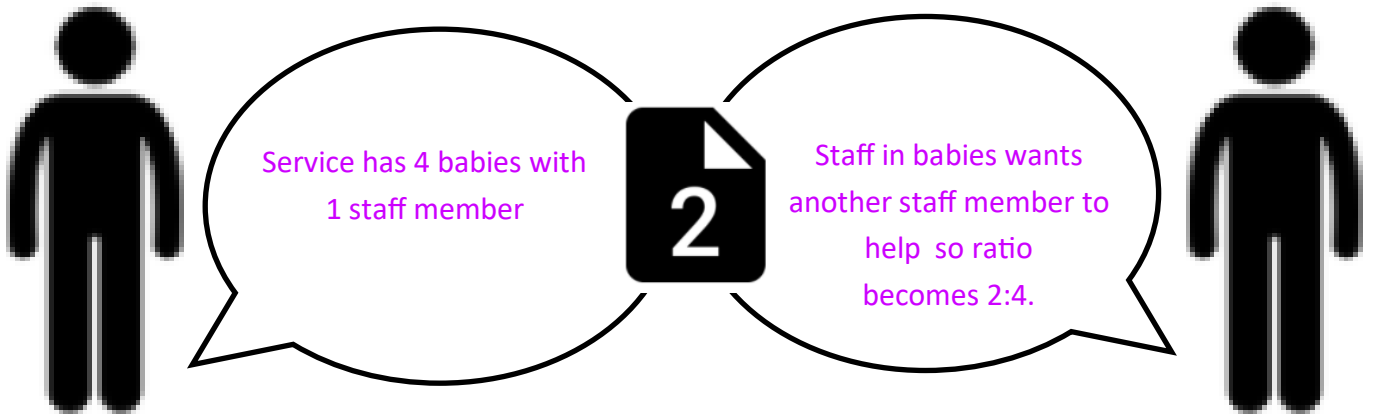




## Being on the Same Page—Example 2



	<p>What are individual or group needs? Consider children’s voice and where not possible observe them.</p> <p>2 children under 1 and not walking another 2 children 20 months and walking. One child who is 22 months and is enrolled on Tuesday and Wednesdays is very clingy due to settling in. Another child on Wednesdays is a bitter.</p>
 <p><b>Values and Beliefs</b></p>	<p>What are your own and others related values and beliefs? Consider theories and research.</p> <p>Children not having enough attention. Children need to learn to be resilient. Family day care educators work on their own.</p>
 <p><b>Knowledge</b></p>	<p>What mandates such as laws, regulations, codes, standards relate? Consider service context as quality decisions are not the same for all services.</p> <p>E2.2.1, E2.2.3, E1.1.3, E1.2.3, E5.1.1, E5.1.2, E6.2.1, S-169(1), R-13,10,122, 123, 155, 156, Child Safe Standards, UNRoC, ECA CoE,</p>
 <p><b>Philosophy</b></p>	<p>What does the services philosophy say?</p> <p>Children’s best interest and quality care is mentioned.</p>

## Being on the Same Page—Example 2



Skills

What skills do you have that can help with the situation or you feel you need in order to improve the situation?

Staff member is working towards a certificate III.



Attitude  
Past  
Experience

How do you feel due to this situation? What is your attitude? Is there past experiences that effect you when thinking about this issue? **Feel unsafe and frustrated trying to change 4 babies nappies regularly and at different intervals on my own. Not feeling confident as this is my first job.**



Progress Notes  
of  
Collaboration

Discuss all of the above with an open mind, listening to and thinking about others perspectives and empathising. Think about children's best interest rather than our own ego. Be kind and assertive when discussing. Think of how you can find a common direction forward. Readapt and use trial and error and reflection along the way.

**The services brainstormed the above and discussed their different opinions with an open mind and decided that on Tuesday and Thursdays they would swap the roles of educators so someone with more confidence came into the room. Then the staff member currently in this room to become a float between the rooms to build up confidence. This staff member still getting same amount of hours. The staff member in this room is to look at the individual needs of the children including their routines to establish a detailed routine of all children combined. Extra staff member provided at particular times to help with nappies. Service to conduct risk assessment to eliminate and reduce safety and health concerns. Service to consider consistency of care for building primary relationships with children.**



Action Plan/  
Agreed  
Outcome

What is the final decision/ outcome? Where possible list to do's such as up dating any policies, procedures or practices or the QIP where necessary.

**AP to have staff discussions about role changes to gauge who is able to move and have consistency and continue primary care for children.**