

Education Bureau

2023/24 Study Trip to Melbourne, Australia (19-25 November 2023)

Group 1: Conducive and Safe Learning Environment

- 1) Cheung Yu Wei, Irene
- 2) Horace Chiu
- 3) Tang Ming Wai, Patricia
- 4) Lai Shuk Kit, Jammie
- 5) Chan Lai Wah, Alice
- 6) Li Lok Yin, Jessica
- 7) Cheng Yim Ngor, Keren



Table of Contents




01 Introduction

General overview

02 National Quality Framework of Australia

Children's Safety

03 Visits in Melbourne: What we see, think and wonder



04 Practical Examples in Hong Kong

- Hong Kong Christian Service Early Childhood Education Service
- EIS International Pre-school

05 Conclusion





Safe?

Conductive?



In Hong Kong...

- Child Care Services Ordinance (Cap. 243)
- Education Ordinance (Cap. 279)
- The Operation Manual for Pre-primary Institutions (January 2023 Version 3)
- Requirements / guidelines / advice of various government departments e.g. BD, FSD, EMSD, DH, etc.
- Requirements / guidelines / circulars / circular memorandum / letters from EDB.
-



02 The Australian Children's Education and Care Quality Authority (ACECQA)



Australian Children's
Education & Care
Quality Authority

It is an independent national authority committed to promoting and fostering continuous quality improvement in approved education and care services, and publishing resources that support the children's education and care sector in understanding the National Quality Framework.



GUIDE TO THE NATIONAL QUALITY FRAMEWORK



The National Quality Framework (NQF) was the result of an agreement between all Australian governments to work together to provide better educational and developmental outcomes for children. It aims to raise quality and drive continuous improvement and consistency in children's education and care services.

The Structure of the National Quality Standard (NQS)

7 Quality Areas

1 Educational program and practice

2 Children's health and safety

3 Physical environment

4 Staffing arrangements

5 Relationships with children

6 Collaborative partnerships with families and communities

7 Governance and leadership

18 Standards + 58 Elements

NATIONAL QUALITY STANDARD



Concept

Descriptor

QA2		Children's health and safety
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

What do the National Quality Standard (NQS) means:

Children Health and Safety

It is to safeguard and promote children's health and safety, minimise risks and protect children from harm, injury and infection.

All children have the right to experience quality education and care in an environment that provides for their physical and psychological wellbeing and provides support for each child's growing competence, confidence and independence.

The Structure of the National Quality Standard

18 Standards + 58 Elements

NATIONAL QUALITY STANDARD



Australian Children's Education & Care Quality Authority

Concept		Descriptor
QA3		Physical environment
3.1	Design	The design of the facilities is appropriate for the operation of a service.
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.
3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.

What do the National Quality Standard (NQS) means:

Physical Environment

To ensure the physical environment is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.

The way that the environment is designed, equipped and organised determines the way that the space and resources are used and has the potential to maximise children's engagement and level of positive experience and inclusive relationships.



Australian Children's
Education & Care
Quality Authority

Risk Assessment and Management Tool

Minimise the risk of harm while maintaining an enriching learning
and working environment.

The Risk Assessment and Management Tool:

- Helps to minimise the risk of harm while maintaining an enriching learning and working environment
- It is an ongoing part of daily practice
- It is a starting point to support educator's thinking around hazard and risk management when planning experiences for children

Factors to consider when planning for adequate supervision



How many children are involved?

What are the ages and abilities of these children?

Risk Assessment and Management Cycle

What is a hazard?

Anything that could cause harm.

What is a risk?

Any situation where the outcome is uncertain, positive or negative.

In the **risk management cycle**, you identify a hazard then determine the risk of potential harm.

Identify the potential hazard.

Document the process.



Assess the risk of potential harm.

Balance the assessment with potential health, safety and wellbeing benefits for children and adults.



Manage the risk of harm by using appropriate control measures.



Evaluate the risk of harm, after using control measures.

Review and monitor the risk of harm in an ongoing cycle.

Week beginning: _____

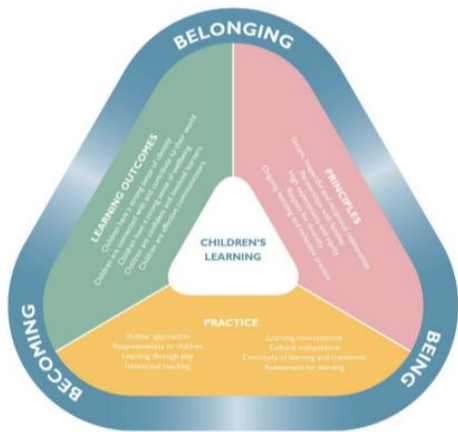
Indoor learning environment safety – Daily checklist								
NQS Element	Hazard identification and Risk management	M	Tu	W	Th	F	Action required	
							Immediate	Follow up
2.2	Hazards from human activity have been managed (e.g. broken glass, rubbish or dirt).							
2.2	Hazards from the natural environment have been managed (e.g. animal waste, spider webs, insect remains).							
2.2	All doors and gates are closed securely and locked where appropriate. Note - fire exits should not be locked.							
3.1	All facilities, materials and equipment are in good repair and are appropriate for the age group of children.							
2.2	Hazards from electrical outlets and cords have been managed.	AK	AK	AK	SP	KJ	Replaced missing safety covers on group mat power points (Tu)	
2.2	Chemical hazards have been managed through secured cupboards and signage where appropriate.							

Think and wonder

THE EARLY YEARS LEARNING FRAMEWORK FOR AUSTRALIA

ELEMENTS OF THE EARLY YEARS LEARNING FRAMEWORK

This diagram shows the relationship between learning outcomes, principles and practice which centres on children's learning. The three themes of Belonging, Being and Becoming are contained overlapping all of these elements.



Child Wellbeing and Nature Play

We actively incorporate opportunities for children to interact with Nature to support child wellbeing.

Children learn to develop problem solving skills and creativity in the outdoor play environment. They develop collaborative social skills as they work together on common projects e.g. using readily available loose parts to create pipe work to convey water from one side of the sandpit to another, or to make a marble run.

An important aspect of the new version of the EYLF is a focus on the development of a child's resilience and growth mindset and what better opportunity than when involved in collecting fuel, lighting and maintaining a fire within a firepit, and ensuring it's put out when the activity is completed..

Visits in Australia : What we see, think and wonder



A feature of our program is our focus on Community Projects and our "Environmental Learning" Program where we support the children to make connections to the real world.



Visits in Australia : What we see, think and wonder

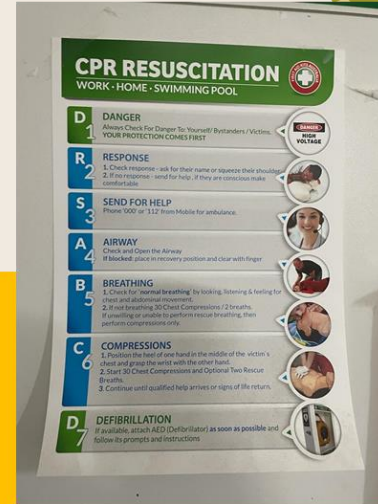


Teachers provide a conducive and safe environment to facilitate children to learn on their own pace and interest.

Visits in Australia : What we see, think and wonder

Parent

THE EARLY YEARS LEARNING FRAMEWORK FOR AUSTRALIA

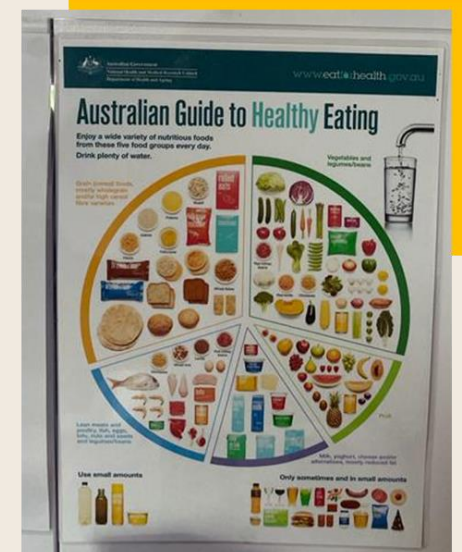





All schools must have a policy that complies with Child Safe Standards where the schools, parents and teachers should have a clear understanding and belief of the child safety and wellbeing at the school.

nk and wonder



that
nut-
ut
you
r
ld
y



'Reminder to all families that you cannot bring nuts or nut-based products, like peanut butter, to school – even if you eat a picnic here with your child.

We have children who could die from touching play equipment which has been touched by your child if they have peanut butter on their fingers!'

A photograph of a light-colored door. On the left, there is a rectangular sign with a blue border. The sign has a white upper section with the text "For the Safety of Children," in black, and "PLEASE CLOSE THE DOOR" in red. Below the text is a blue section containing a white icon of a door handle. To the right of the sign, a shiny, metallic, cylindrical object, possibly a fire extinguisher or a container, is leaning against the door.

Parents believe that the school can provide a safe and comfortable learning environment for students.

Visits in Australia : What we see, think and wonder



04 Our School Our Garden Our Classroom

Hong Kong Christian Service Early Childhood Education Service



Plant Observation Area



Our Friends



Carpentry Area

Floral Arrangement



Washing Area



Peace of Mind Zone



Food Preparation



Ming Array





生命教育活動-世界森林日・「流水響五感漫步」



TOUCH

Building with natural materials



SMELL

「Making plant essential oils



VISIO

「Leaf Imprint」



HEARING

meditation



TASTE

Organic Lunch



Organic Sweet Potatoes
Fresh lettuce
salad
Red rice balls with
tamagoyaki
fresh banana



Forest Mindful Walk

How can we implement a conducive and safe environment?

Teacher-Children Ratio



- 1:11
- 3-4 teachers for Forest Academy Day

Maintenance of Facilities



Conduct maintenance check per week to ensure good safety order

Self-Care



- Sun Protection
- Mosquito Repellent
- Sun Hat
- Appropriate Clothing



How can we implement a conducive and safe environment?

Forest Academy Promises



- Respect nature; nature is the home for living creatures
- Gentle hands; we use eyes to see or gentle hands to touch living flowers or plants
- Listening ears
- Rules for firepit



Set Boundaries



According to the day, weather, and class (i.e. which areas are opened to access)



How can we implement a conducive and safe environment?

Risk Assessment



- Final walk before children arrival
- Assess children's ability
- Teach children to risk assess



How can we implement a conducive and safe environment?

Forest School Site Risk Assessment

Telephone access: Mobile phone signal is 1/4 strength.

	Hazard	Persons at Risk	Existing Preventative Measures	Probability (P) 1-5	Severity (S) 1-5	Rating (P) x (S) 1-25	What measures need to be taken	By who/confirmation of understanding or completion
2	Litter and debris Cut Trip Entrapment Suffocation	Children and staff	<ul style="list-style-type: none"> There is minimal litter in the woods there are plenty of bins available 	3 2 2 1	3 2 2 5	9 4 4 5	<ul style="list-style-type: none"> Ensure the children know not to touch any litter or debris ensure that children report any litter or debris so it can be removed safely Encourage the children to put any litter they have in the bins provided 	<ul style="list-style-type: none"> Forest School leader to ensure that the children are aware of the dangers Leader and staff to safely remove any litter, wearing gloves
3	Paths & Tracks Broken, trip Uneven, trip Slippery, slip	Children and staff	<ul style="list-style-type: none"> The main paths are maintained by the National Trust 	2 2 2	2 2 3		<ul style="list-style-type: none"> Ensure the children 	<ul style="list-style-type: none"> Leader to warn

This activity risk assessment must be used in conjunction with:
 Risk Assessments: General Welfare & Weather
 Specific: Site Woodland Assessment
 Related Activity Risk Assessments

Procedure:
 Lifting
 Tools use and storage
 Site Safety

Scenarios	Benefit Analysis		Management of Risk
	Risks	Benefits	
Collecting natural materials	<ul style="list-style-type: none"> Trips and slips muscle injuries from lifting stings from insects/plants cutting hands on low branches poking eyes on low faeces bangs from swinging sticks poisonous fungi/plants 	<ul style="list-style-type: none"> Social skills from working together to lift heavy items knowledge of dangerous plants/insects/fungi Physical development from walking on uneven ground creativity from using materials found observational skills 	<ul style="list-style-type: none"> Area risk assessed for uneven ground, poisonous plants and fungi, litter, low branches and dog faeces. Procedures in place for if anything is missed during risk assessment and found during session. Correct lifting and carrying procedures used guides carried to help identify dangerous plants/insects/fungi
Building shelters	<ul style="list-style-type: none"> Knots slipping shelter collapsing sharp edges on materials banging heads on low Shelters tripping on ropes 	<ul style="list-style-type: none"> Social skills from working together to build shelter Boosts self-esteem and confidence 	<ul style="list-style-type: none"> Area where shelter is built, and items used to build it are risk assessed to ensure safe. Knots for shelters all done by Forest School leader. All tool use is supervised by Forest School leader. Correct lifting procedures used. Forest School leader has a knife for any entanglement problems. Ropes are brightly coloured so children can see them.

Activities: 6. Fire Risk Assessment

Risk Assessment



- Risk assessment / site assessment once a month

Assessor: Vincent Miles
 Date: 19/08/23
 Review Date: 19/08/24

Description of activity – activities that involve the lighting of fires									
	Hazard	Harm	Persons at Risk	Existing Preventative Measures	Probability (P) 1-5	Severity (S) 1-5	Rating (P) x (S) 1-25	What measures need to be taken	By <u>who</u> /confirmation of understanding or completion
1	Igniting the fire	<ul style="list-style-type: none">burns	Children and staff	<ul style="list-style-type: none">Fire to be lit at arm's length using fire lighter <u>kits</u> (magnesium block and striker only)fires only to be lit by a Forest School leaderPerson lighting fire must be in the respect position	1	1-2	2	<ul style="list-style-type: none">The group will be made fully aware of the forest schools fire policy and there is no acceptable alternative	<ul style="list-style-type: none">The leader follows the fire making policy



05 Conclusion

1. Safety policies vary across cultures.
2. Balance between safety and trust
3. Vision
4. Thank you



1. Safety policies vary across cultures.





2. Balance between safety and trust.

Teachers and students
Teachers and parents
Managers and teachers
Schools and parents





3. Vision: Change is everlasting.

3.1 Managers' attitude

3.2 Teachers' attitude:

- To trust students and allow them to engage freely and happily in nature.
- To show respect to the students and assign them responsibilities.
- To challenge and motivate students.

3.3 Parents' attitude: To trust their children

3.4 Curriculum:

3.5 Environment: Nature environment is a good classroom for students.



Melbourne
Playing sand at school

VS

Hong Kong
Playing sand at the beach



Melbourne
Play outdoor

VS

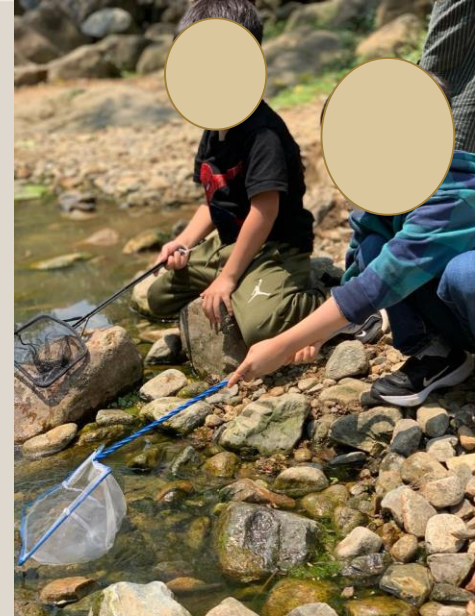
Hong Kong
Play in the park



Melbourne BUSH KINDER

VS

Hong Kong STREAM PLAY



Melbourne Creation

VS

Hong Kong Creation



Melbourne Play learning

VS

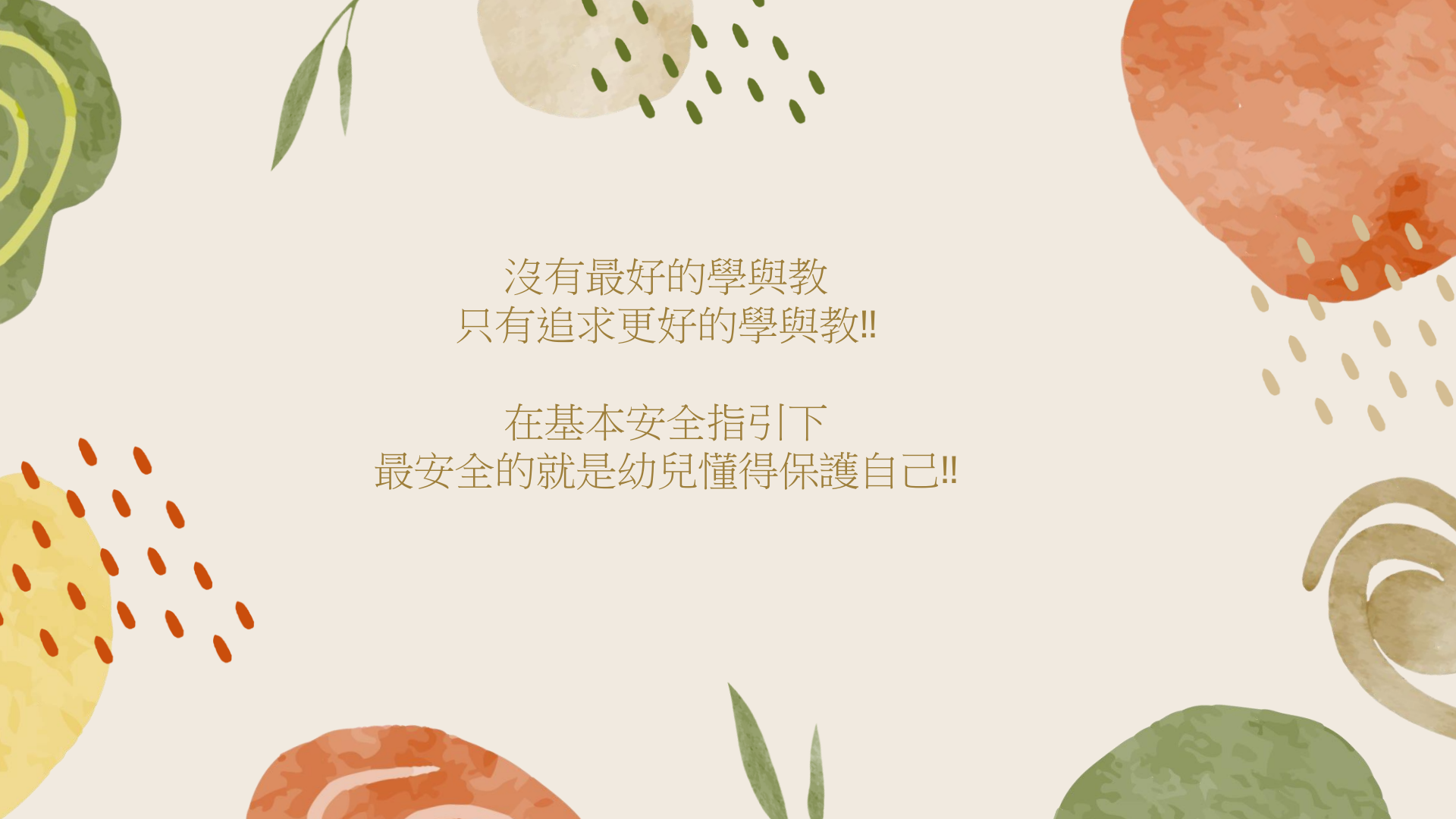
Hong Kong Play learning





Thank you!

- EDB for arranging such a good trip to Australia
- Dr. Philip, Dr. Shwan, and Dr. Grace coordinated with different early childhood settings and led us to observe the differences across two countries.
- All the principals and supervisors



沒有最好的學與教
只有追求更好的學與教!!

在基本安全指引下
最安全的就是幼兒懂得保護自己!!