




Magazine 2A – Childcare

This document provides a transcript for the audio in Magazine 2A – Childcare. It includes a text copy for interviews, presenter videos and activity audio.

Slide Image	Transcript
	<p>CARING FOR COMMUNITY Issue 1</p> <p>Childcare</p> <p>Interviews with childcare workers.</p> <p>+ How to prepare food properly</p> <p>Meet Erica & Barbara</p>
	<p>Welcome to Issue 1 of Caring for Community Presenter, Introduction to childcare 0:36 minutes</p> <p><i>Welcome to PreVET.</i></p> <p><i>In this session, we'll be meeting Haley, Jade, Erica and Barb, who all work in childcare centres.</i></p> <p><i>You'll see them talking about some of the things they do and the important things they need to remember to do their job well.</i></p> <p><i>Things like being prepared, talking with the kids and looking after the really little ones, as well as what activities they plan for the kids.</i></p> <p><i>Let's have a look.</i></p>
	<p>Interviews with Childcare Workers Erica Balmana, Childcare Educator, West Arnhem region 0:40 minutes</p> <p><i>Hi, I'm Erica Balmana from Oenpelli. I work at a childcare centre. I've been working for seven years by teaching kids to do a painting and drawing and keeping eye on the kids all the time.</i></p>

Sometimes I do reading for kids to sit down and listen to stories what's in the book.



Interviews with Childcare Workers
Barbara Berto, Childcare Educator, Katherine Region
2.12 minutes

Yeah, my name's Barb; to kids it's 'Aunty Barb' cos I think I'm the oldest here, in this childcare...oh, the second eldest.

I'm a bookkeeper in the mornings, and in the afternoon I'm an after-school coordinator.

Been here just over 19 years as a bookkeeper doing that job in the mornings just part-time, but then my kids started getting older and need this and need that so I needed a full-time job, and they asked me to be a coordinator here.

Been doing that for the last six-and-a-half years in the afternoon. I enjoy that.

I don't know why I love childcare...I just...I think it's just...I don't think I could do anything else other than childcare because you've seen kids that come into the centre—you see 'em—you might have 'em for about four or five years then a new group come in and you teach them...teach them, you know, the rules and look after them and, whatever, and they're polite. They are really polite to you and respect you cos they know that you're here looking after them, and I really enjoy it, anyway. Don't think I can work anywhere else.

Everyone here—even down in the after-school care and even up in the centre—I'm known as 'Aunty Barb', and I think they look at me as 'old' and plus I have a couple of nieces and nephews that came through and they call me Aunty Barb. So all the kids when they see me it's 'Aunty Barb'. So, I feel proud, yeah!



Interviews with Childcare Workers
Jade Browne, Director, Katherine Region
1.44 minutes

Hi, everyone, welcome to Na-Wulg Wulg Family Care Service. My name's Jade Browne, and I'm the Director of this service, and I run the day-to-day running of the operation, with my staff of course.

The three main parts of my job is the caring of the kids, so making sure everybody is safe and it's a good environment for them to be in. The staffing—making sure everybody's working well together and everything's

being done right, and the parents are happy. That's the key thing is family. We try to be a family orientated centre so we get everybody involved in everything.

I've been in childcare for 12 years. The things that make me want to stay is the children. I love watching them grow and develop and enjoy the laughter with them.

The pathway I took to get into childcare was I started a traineeship at this service, which I was able to do a Certificate III in Children's Services, which then gave me the qualifications to be a Group Leader, and that's what I ended up doing after that.

And then I furthered my studies with doing a Diploma of Children's Services, which then makes you fully qualified to work. You can get a Director's job or you can just be on the floor as well.

Please stay in school—it's the best thing you can do. Education is the key to get you somewhere, and you can be anything you want to be.



ACTIVITIES Childcare Workers
Presenter, Introduction to activities
0.27 minutes

We're about to do some of the activities that Haley, Jade and Erica do in their jobs.

They have to use their number skills to calculate how much food to prepare for the little ones. They have to follow procedures to comply with health and safety regulations.

They have to communicate with each other clearly by writing on the board so they know what's happened with all the kids during the day.

Let's have a go.



Childcare

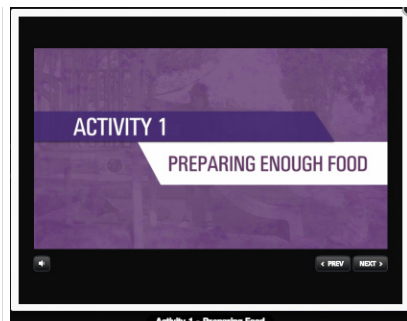
Preparing food - Jade and Erica use their number skills to figure out how much food and drink to prepare for the kids.

Following procedures - In this story, you'll see Haley changing a nappy.

Record keeping for the team - In this story, you'll see how people in childcare centres share information with each other.

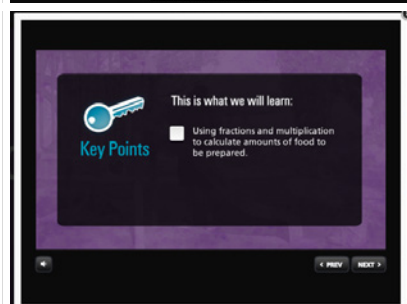
Slide Image

Activity 1 Preparing Enough Food



ACTIVITY 1 Preparing Enough Food

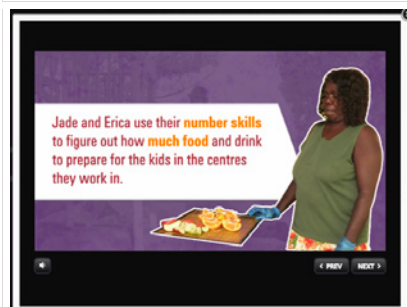
In this activity Jade and Erica will use their number skills to help them prepare enough food to feed the kids at the childcare centre.



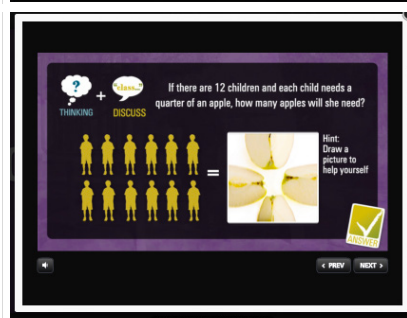
Key Points

This is what we will learn:

- Using fractions and multiplication to calculate amounts of food to be prepared.



Jade and Erica use their number skills to figure out how much food and drink to prepare for the kids in the centres they work in.

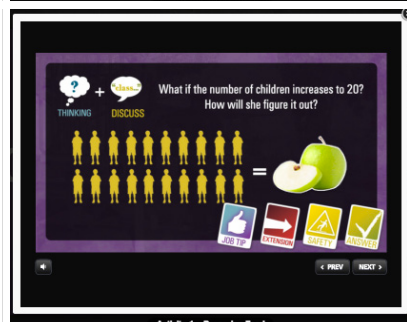


Thinking + Discuss

If there are 12 children and each child needs a quarter of an apple, how many apples will she need?

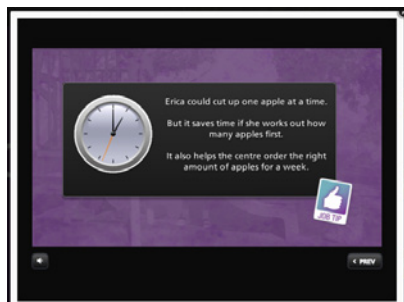
Hint: Draw a picture to help yourself

Here, Erica has to know how much fruit to cut for the children.



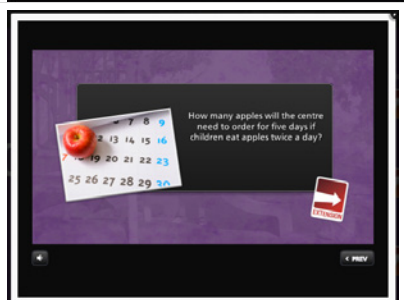
Thinking + Discuss

What if the number of children increases to 20? How will she figure it out?



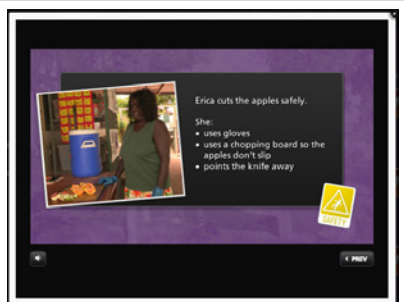
Job tip

Erica could cut up one apple at a time.
But it saves time if she works out how many apples first.
It also helps the centre order the right amount of apples for a week.



Extension

How many apples will the centre need to order for five days if children eat them twice a day?

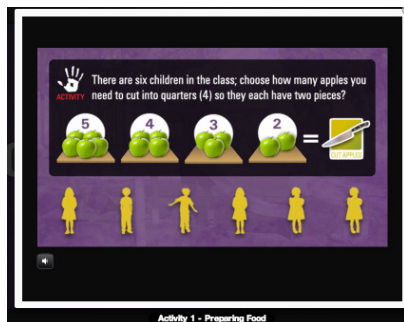


Safety

Erica cuts the apples safely.

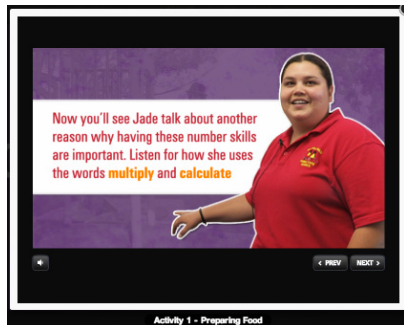
She:

- uses gloves
- uses a chopping board so the apples don't slip
- points the knife away

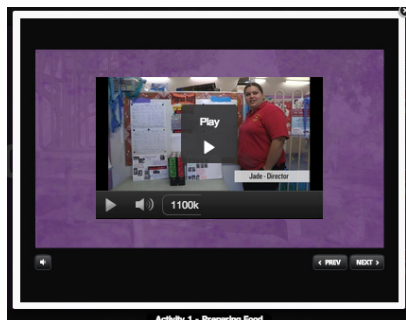


Activity

There are six children in the class; choose how many apples you need to cut into quarters (4) so they each have two pieces.



Now you'll hear Jade talk about another reason these number skills are important. Listen for the words 'multiply' and 'calculate'.



Jade, Director
0.49 minutes

...and numeracy is important as well because we've got to be able to tally up throughout the day what the kids...how many nappies they've done or even how many plates of food they've done.

It has to be all put on a chart inside for the parents to be able to have a look at as well. So that's another daily record keeping.

So that would be...and food as well. Making preparation...[laughs]...preparing food; if we've got to calculate for a bit more children we have to be able to do that.

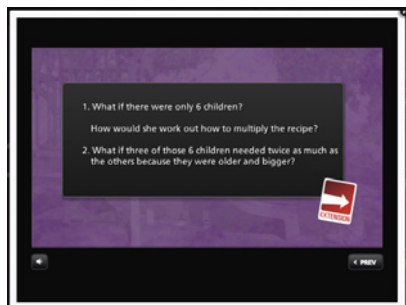
For an example, if we have a recipe that feeds four, we need to be able to multiply that to feed/cater for what we have, so maybe 20 children. We've got to be able to work that out.



Thinking + Discuss

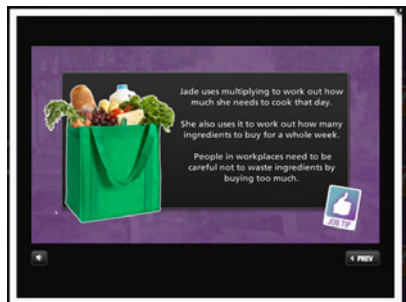
Jade said that a recipe caters for four.

How will she work out how much ingredients will make enough for eight children?



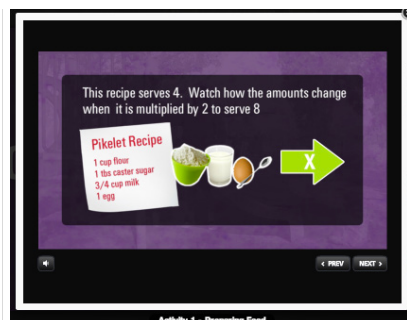
Extension:

1. What if there were only six children? How would she work out how to multiply the recipe?
2. What if three of those six children needed twice as much as the others because they were older and bigger?



Job Tip

Jade uses multiplying to work out how much she needs to cook that day. She also uses it to work out how many ingredients to buy for a whole week. People in workplaces need to be careful not to waste ingredients by buying too much.

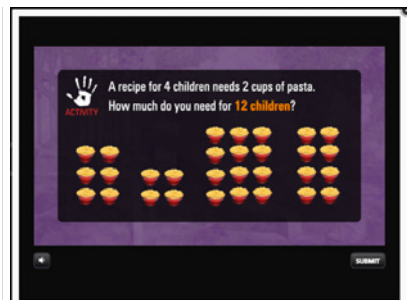


This recipe serves four. Watch how the amounts change when it is multiplied by two to serve eight.

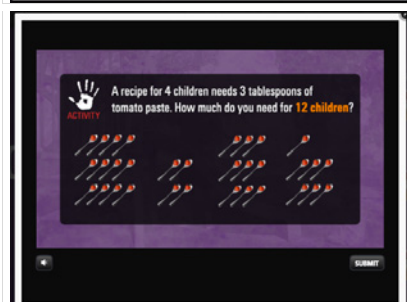
Pikelet recipe
1 cup flour
1 tbs caster sugar
 $\frac{3}{4}$ cup milk
1 egg



2 cups flour
2 tbs caster sugar
1 $\frac{1}{2}$ cups milk
2 eggs



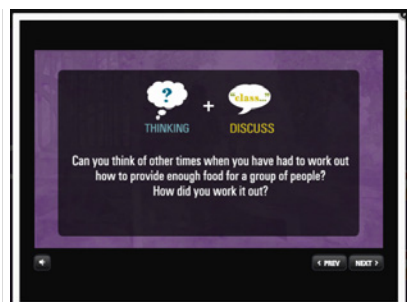
Activity
A recipe for 4 children needs 2 cups of pasta. How much do you need for 12 children?



Activity
A recipe for 4 children needs 3 tablespoons of tomato paste. How much do you need for 12 children?



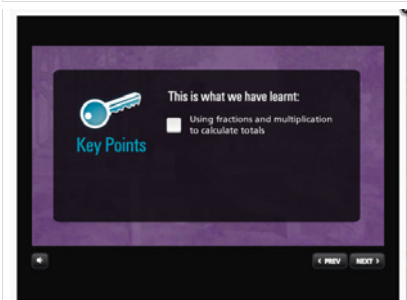
Activity
How many sandwiches do you need to make for 8 children if each child gets half a sandwich?



Thinking + Discuss

Can you think of other times when you have had to work out how to provide enough food for a group of people?

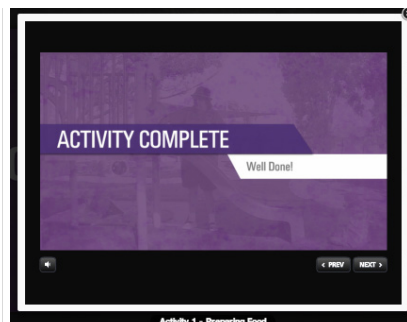
How did you work it out?



Key Points

This is what we have learnt:

- Using fractions and multiplication to calculate totals.

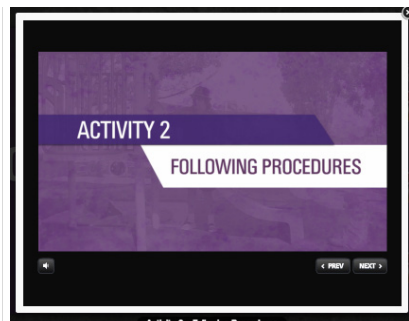


Activity complete. Well done!

Well done! Now you know how using your fractions and multiplication skills can help in the workplace.

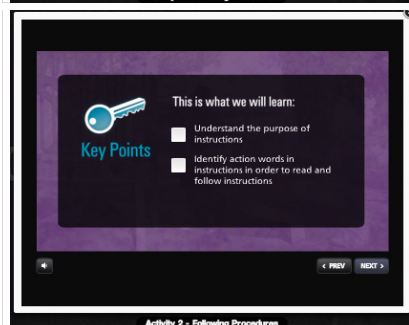
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Activity 2 Following Procedures



ACTIVITY 2 Following Procedures

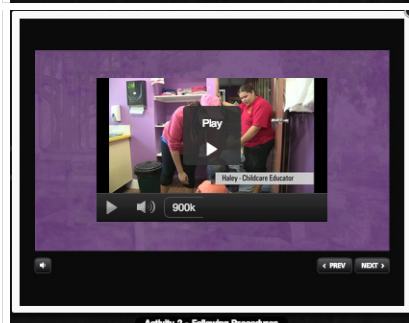
In this story, you'll see Haley changing a nappy. There are clear, specific procedures and instructions for how to do this so she can take good care of the kids.



Key Points

This is what we will learn:

- Understand the purpose of instructions
- Identify action words in instructions in order to read and follow instructions.



Haley, Childcare Educator

2.44 minutes

To boy: *Got to change nappy...*

First you would have to get your nappies ready. If they have poo, you have to wear gloves, or even if they're really soaking wet from doing a wee, you have to wear gloves.

Washing your hands before and after, even when you're putting on gloves, you still have to wash your hands.

Making sure you have one hand on the kids at all times so they don't fall off or try jumping up.

But that's really it, and making sure you put the nappy on right and tight, otherwise with the 'unders' they seem to like to pull their nappies off and swing them in the air and do what-not with them.

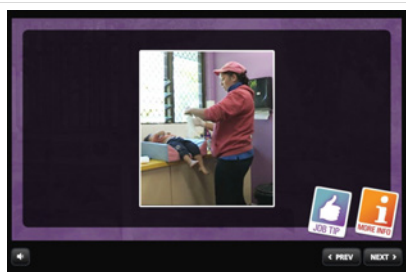
Also putting their clothes on after their nappy and then making sure that they're all done. And then washing your hands after and then also...this nappy is for wee nappies, and the poo nappy—the poo bin—sorry. And you have to wrap your gloves over the poo nappy as well, and also spraying the change table after you've finished, after every kid. And then washing your hands again.

And that's how we change a nappy.

This is the poo bin; you have to change it every day otherwise it will smell. And that bin is for wee nappies only and also just any other rubbish that's in here.

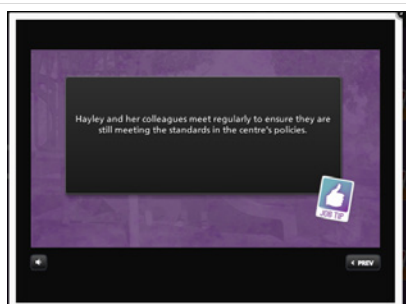
These are all the kids' nappies; you have to have them in order and whose nappies go where, otherwise you'll get confused and the nappies won't fit the other kids.

And all their jocks and clothes; usually the clothes are up here, but I haven't got the clothes out. The babies' clothes are up there on the window sill and also their sheets for when they have accidents and what-not.



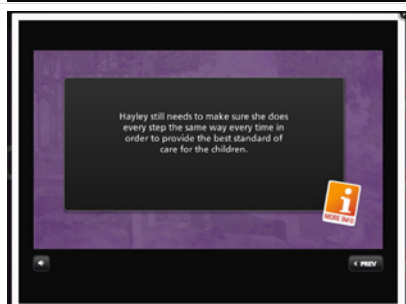
When Haley first started, she had to read and follow each instruction the same way every time she changed a nappy.

She's been working at the centre for some time, so she knows the steps from memory now.



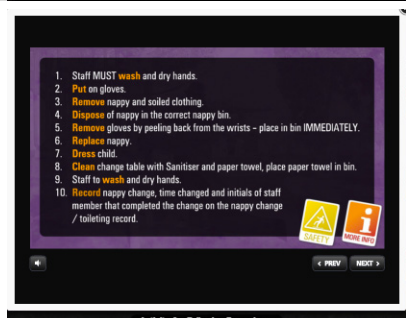
Job Tip

Hayley and her colleagues meet regularly to ensure they are still meeting the standards in the centre's policies.



More Info

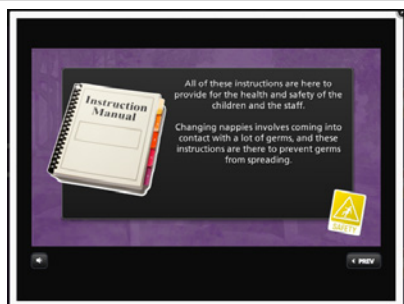
Hayley still needs to make sure she does every step the same way every time in order to provide the best standard of care for the children.



1. Staff **MUST** wash and dry hands.
2. Put on gloves.
3. Remove nappy and soiled clothing.
4. Dispose of nappy in the correct nappy bin.
5. Remove gloves by peeling back from the wrists; place in bin IMMEDIATELY.

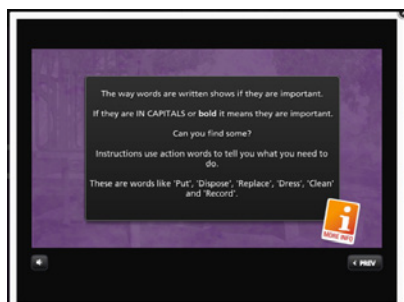
6. Put on new gloves.
7. Replace nappy.
8. Dress child.
9. Clean change table with sanitiser and paper towel; place paper towel in bin.
10. Staff to wash and dry hands.
11. Record nappy change, time changed and initials of staff member that completed the change on the nappy change/toileting record.

There are also details that tell you specifically what or how to do something. This allows you to follow the instruction more accurately and do the job properly.



Safety

All of these instructions are here to provide for the health and safety of the children and the staff. Changing nappies involves coming into contact with a lot of germs, and these instructions are there to prevent germs from spreading.



More Info

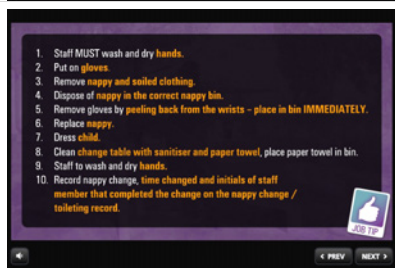
The way words are written shows if they are important.

If they are IN CAPITALS or **bold** it means they are important.

Can you find some?

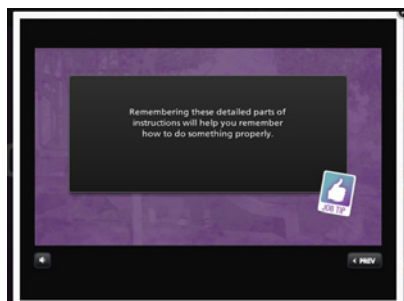
Instructions use action words to tell you what you need to do.

These are words like 'Put', 'Dispose', 'Replace', 'Dress', 'Clean' and 'Record'.



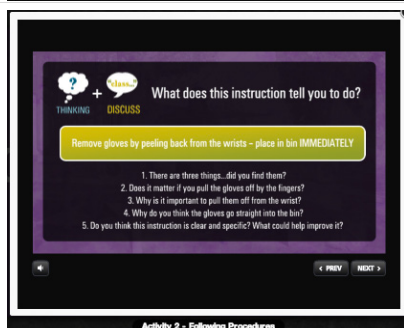
1. Staff **MUST** wash and dry **hands**.
2. Put on **gloves**.
3. Remove **nappy and soiled clothing**.
4. Dispose of **nappy in the correct nappy bin**.
5. Remove gloves by **peeling back from the wrists; place in bin IMMEDIATELY**.
6. Put on **new gloves**.
7. Replace **nappy**.
8. Dress **child**.
9. Clean **change table with Sanitiser and paper towel**; place paper towel in bin.
10. Staff to wash and dry **hands**.

1 1. Record nappy change, time changed and initials of staff member that completed the change on the nappy change/toileting record.



Job Tip

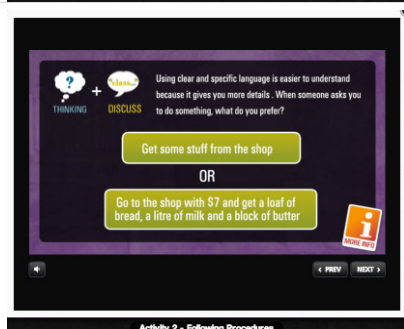
Remembering these detailed parts of instructions will help you remember how to do something properly.



Thinking + Discuss

What does this instruction tell you to do?

Remove gloves by peeling back from the wrists – place in bin immediately



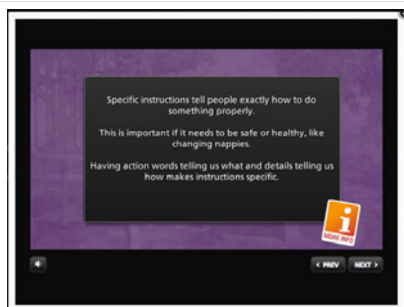
Thinking + Discuss

Using clear and specific language is easier to understand because it gives you more details. When someone asks you to do something, what do you prefer?

Get some stuff from the shop

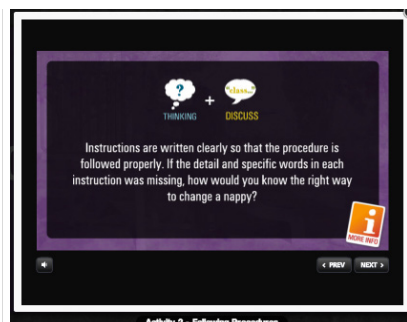
OR

Go to the shop with \$7 and get a loaf of bread, a litre of milk and a block of butter



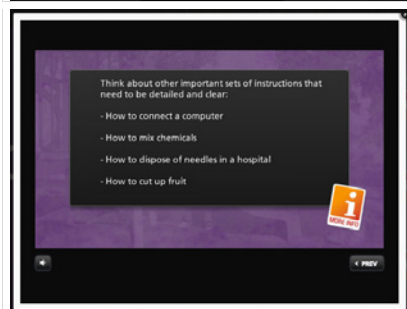
More Info

Specific instructions tell people exactly how to do something properly. This is important if it needs to be safe or healthy, like changing nappies. Having action words telling us what and details telling us how makes instructions specific.



Thinking + Discuss

Instructions are written clearly so that the procedure is followed properly. If the detail and specific words in each instruction were missing, how would you know the right way to change a nappy?



More Info

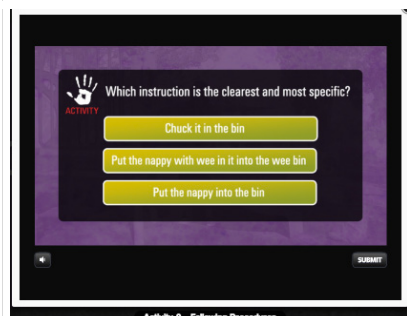
Think about other important sets of instructions that need to be detailed and clear:

How to hook up a computer.

How to mix chemicals.

How to dispose of needles in a hospital.

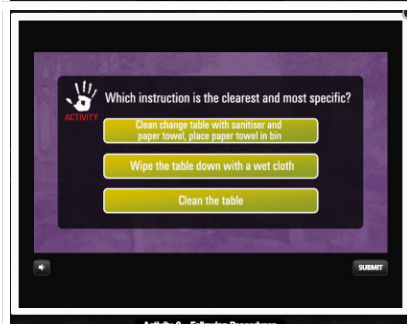
How to cut up fruit.



Activity

Which instruction is the clearest and most specific?

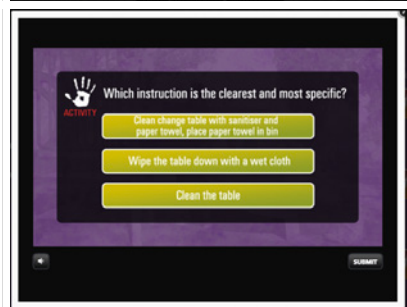
- Chuck it in the bin
- Put the nappy with wee in it into the wee bin
- Put the nappy into the bin



Activity

Which instruction is the clearest and most specific?

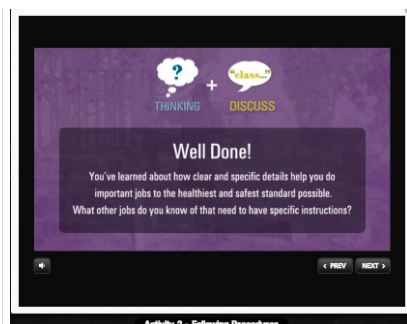
- Wash you hands
- Use hot soapy water to wash your hands
- Clean your hands



Activity

Which instruction is the clearest and most specific?

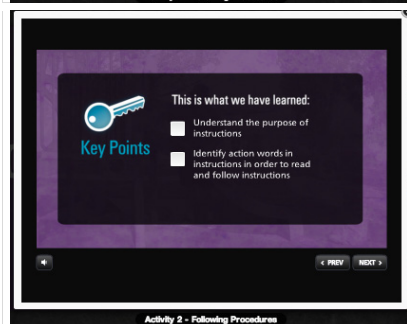
- Clean change table with sanitizer and paper towel, place paper towel in bin
- Wipe the table down with a wet cloth
- Clean the table



Thinking + Discuss

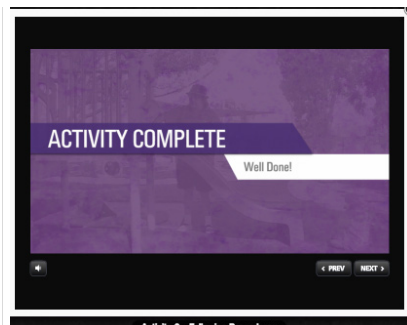
Well done! You've learned how clear and specific details help you do important jobs to the healthiest and safest standard possible.

What other jobs do you know of that need specific instructions?



This is what we have learnt:

- Understand the purpose of instructions
- Identify action words in instructions in order to read and follow instructions.



Activity complete. Well done!

Slide Image

Activity 3 Record Keeping For The Team



AVTIVITY 3 Record Keeping

In this story, you'll see how the people in childcare centres share information with each other.

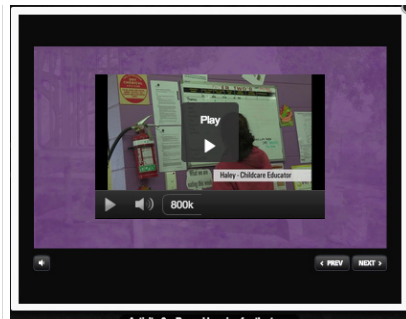
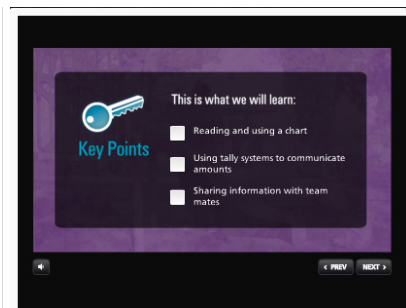
Keeping track of all that happens in a day is much easier if it's written down. That way, nothing gets forgotten.

The chart Haley and the others at the childcare centre use helps organise a lot of information simply and quickly. This helps them communicate with parents.

Key Points

This is what we will learn:

- Reading and using a chart to show information
- Using tally systems to count and record
- Sharing information with team mates.

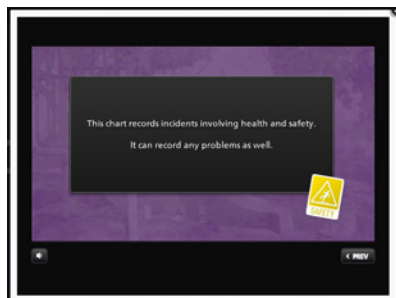


Haley, Childcare Educator 0.24

I'm just writing down what the kids are having for lunch, how many serves they have, their daily fluid intake, their toilet use, and also later will be their sleep times—what time they go to sleep and what time they wake up.

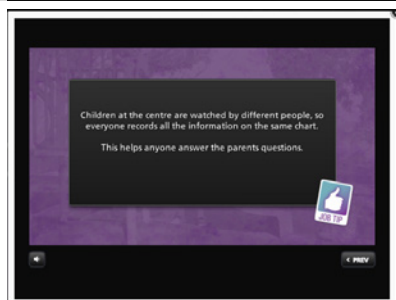


You can read each field on the chart by lining up the row with the column and see where it meets.



Safety

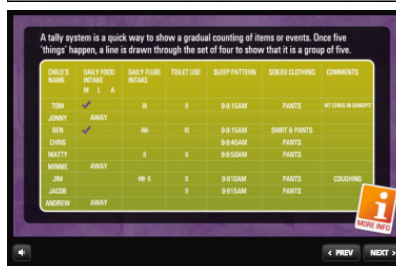
This chart records incidents involving health and safety. It can record any problems as well.



Job Tip

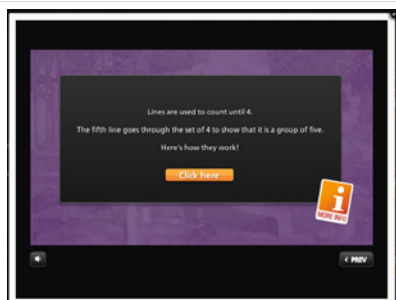
Children at the centre are watched by different people, so everyone records all the information on the same chart.

This helps anyone answer the parents' questions.



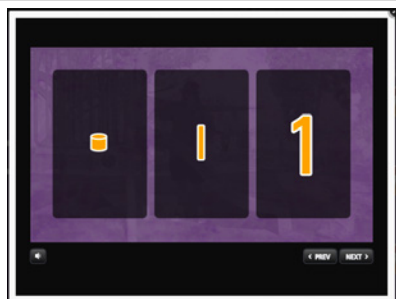
A tally system is a quick way to show a gradual counting of items or events.

Once five 'things' happen, a line is drawn through a set of four to show that it is a group of five.



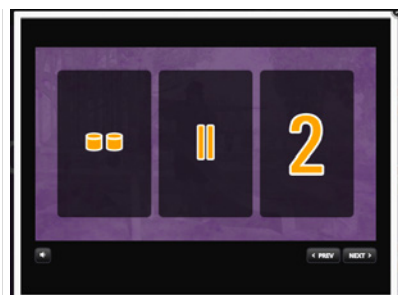
More Info

Lines are used to count until 4. The fifth line goes through the set of 4 to show that it is a group of five. Here's how they work.

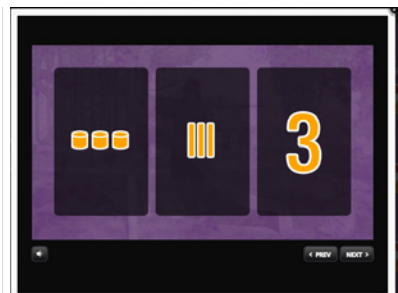


1

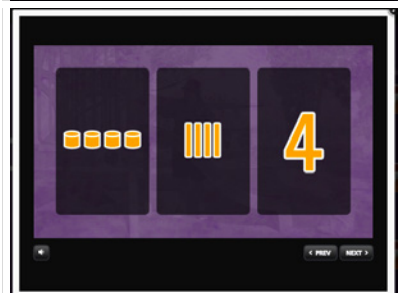
The tally in the middle shows how many we have counted so far.



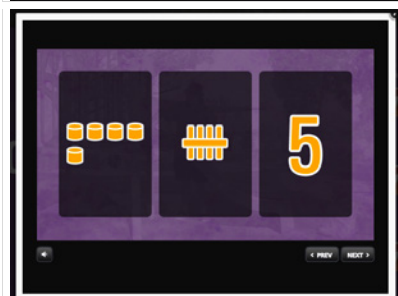
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3

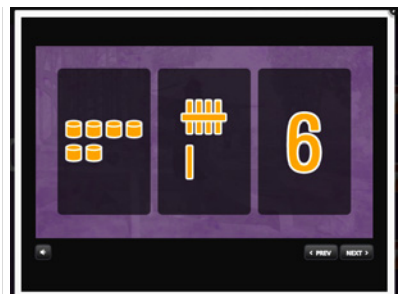


4

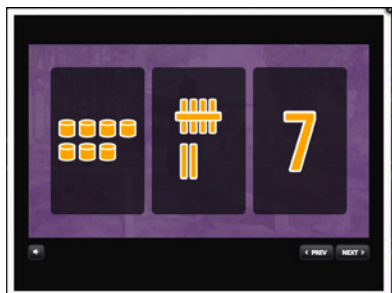


5

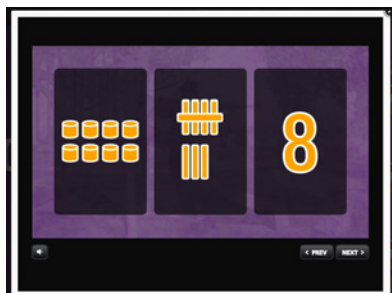
The line across show that there are five.



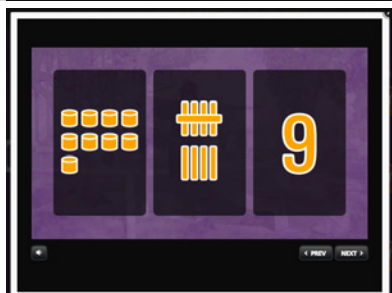
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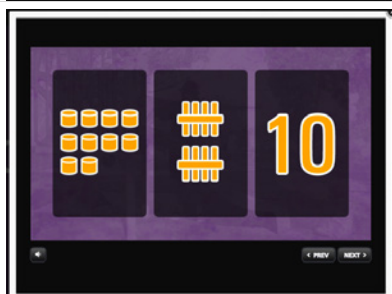
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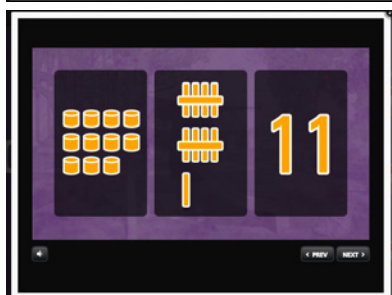
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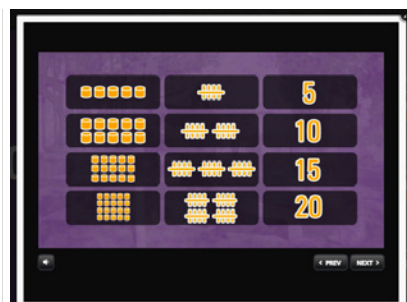
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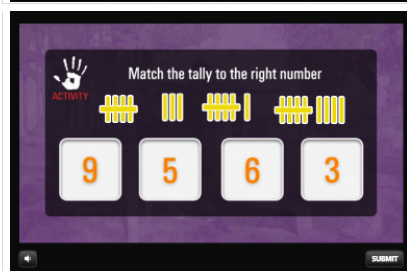
10



11



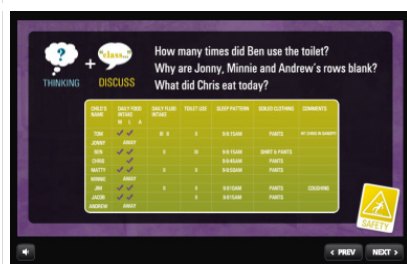
The tallies show the groups of five.



Activity

Match the tally to the right number.

Have a go. Select and drag the tally to the matching number.

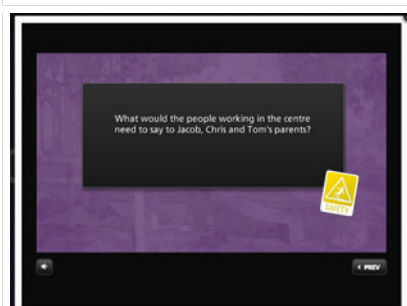


Thinking + Discuss

How many times did Ben use the toilet?

Why are Jonny, Minnie and Andrew's rows blank?

What did Chris eat today?



Safety

What would the people working in the centre need to say to Jacob, Chris and Tom's parents?



Activity

Where would you record Tom's sleep times?

Where would you record Matty's lunch?

CHILD'S NAME	DAILY FOOD INTAKE	DAILY FLUID INTAKE	TOILET USE	SLEEP PATTERN	SOILED CLOTHING	COMMENTS
TOM	✓	✓	✓	✓	✓	✓
JORDY	✓	✓	✓	✓	✓	✓
CHRIS	✓	✓	✓	✓	✓	✓
MATTY	✓	✓	✓	✓	✓	✓
WYNNE	✓	✓	✓	✓	✓	✓
JIM	✓	✓	✓	✓	✓	✓
JACOB	✓	✓	✓	✓	✓	✓
ANDREW	✓	✓	✓	✓	✓	✓

SUBMIT

Activity
Where would you record Matty's lunch?

Where would you mark a tally for Jim's fluid intake?

CHILD'S NAME	DAILY FOOD INTAKE	DAILY FLUID INTAKE	TOILET USE	SLEEP PATTERN	SOILED CLOTHING	COMMENTS
TOM	✓	✓	✓	✓	✓	✓
JORDY	✓	✓	✓	✓	✓	✓
CHRIS	✓	✓	✓	✓	✓	✓
MATTY	✓	✓	✓	✓	✓	✓
WYNNE	✓	✓	✓	✓	✓	✓
JIM	✓	✓	✓	✓	✓	✓
JACOB	✓	✓	✓	✓	✓	✓
ANDREW	✓	✓	✓	✓	✓	✓

SUBMIT

Activity
Where would you mark a tally for Jim's fluid intake?

Where would you record that Chris was hit?

CHILD'S NAME	DAILY FOOD INTAKE	DAILY FLUID INTAKE	TOILET USE	SLEEP PATTERN	SOILED CLOTHING	COMMENTS
TOM	✓	✓	✓	✓	✓	✓
JORDY	✓	✓	✓	✓	✓	✓
CHRIS	✓	✓	✓	✓	✓	✓
MATTY	✓	✓	✓	✓	✓	✓
WYNNE	✓	✓	✓	✓	✓	✓
JIM	✓	✓	✓	✓	✓	✓
JACOB	✓	✓	✓	✓	✓	✓
ANDREW	✓	✓	✓	✓	✓	✓

SUBMIT

Activity
Where would you record that Chris was hit?

Well Done!

Now you know different ways people can record information to share with others quickly and effectively. How could you use tallies or a chart to record information?

PREV NEXT

Thinking + Discuss

Well done!

Now you know different ways people can record information to share with others quickly and effectively.

How could you use tallies or a chart to record information?

This is what we have learned:

- Reading and using a chart
- Using tally systems to communicate amounts
- Sharing information with team mates

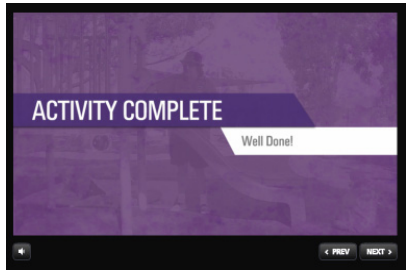
Key Points

PREV NEXT

Key Points

This is what we have learned:

- Reading and using a chart to show information
- Using tally systems to count and record
- Sharing information with team mates.



Activity complete. Well done!



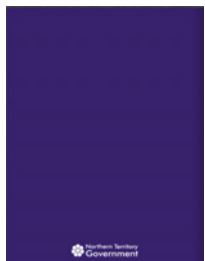
REVIEW
Presenter, review
0.35 minutes

Nice work! You've just learned a bunch of new skills that childcare workers do. You can also use these skills in other jobs.

You've learned how to provide for people, how to follow health and safety regulations, and communicate effectively. These are all helpful things to know how to do in every job.

Have a think about what job you would use these skills in.

Would you like to be a childcare worker?



Northern Territory Government logo