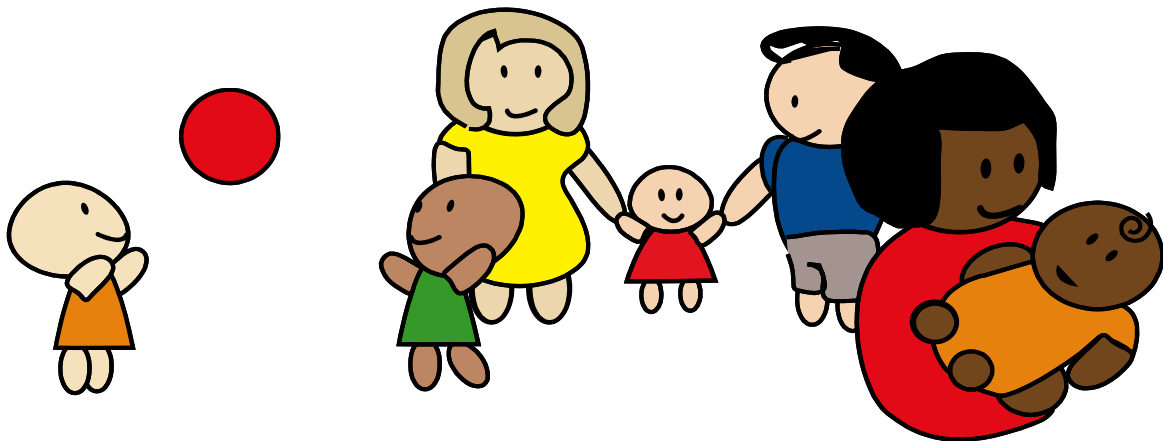


# C.a.F.E Enfield Children's Centre

## Student Information Handbook

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C.a.F.E Enfield  
**Children's Centre**  
for Early Childhood  
Development and Parenting



Government  
of South Australia



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## **Welcome:**

We hope you will enjoy your student practicum with us, and that the learning can be a two-way reflective process. The educators in your room and throughout the Centre will be available to provide you support and advice to ensure that you have a successful placement. You will be assigned to a mentor within the room you are conducting your placement. This will be your main contact person for discussing placement requirements, expectations and assessments.

Communication is an essential part of working in a children's Centre and we encourage you to ask questions, share ideas and discuss your planning with your team, as well as the learning and assessment booklets from your institution. However, the educators are focused on the children and at times the room may be very busy, so that may mean that there is not always time for lengthy discussions. Please arrange a meeting time with your Team Leader for these conversations to occur.

## **What you can expect from educators during your placement**

*Adapted from Early Childhood Australia Code of Ethics*

### Educators will

- Treat you professionally and respectfully at all times
- Acknowledge and support the personal strengths, professional knowledge, diversity and experience you bring to our learning environment
- Understand the requirements of your learning institution and communicate with representatives from that institution
- ensure you have professional opportunities & resources to demonstrate your competencies
- model high quality professional practices
- provide you with ongoing, constructive feedback and assessment that is fair and equitable
- maintain confidentiality

## **Privacy and Confidentiality including the use of digital images**

Photographs can be an important tool in documenting learning. To ensure the privacy and confidentiality of children and families we have guidelines around the use of digital images. Students can only use the Centre's camera to take photographs which must be downloaded and printed on site (digital images can not go off site). Images must be checked by an educator to ensure that children are not identifiable.

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### **Car Parking:**

The car-park at the end of Pateela Street is for parents, so we ask you to park in either Wilkins Street or Pateela Street (please park at least three houses up the street). Alternatively, there is a car-park on the western side of Enfield primary School. The entrance is in Harewood Avenue.

### **Signing in & out**

It is a Workplace Health & Safety Requirement that you sign in & out each day in the visitors log located in the foyer. It is also your responsibility to ensure that your daily record of attendance is completed by an educator in the room each day you attend.

### **Personal Belongings**

There are lockers available for you to use on each day of your placement. The keys are located in the office and we request that the key remain in the office and you access it from there each time you need it. There may be times when a locker is not available and you can discuss alternative arrangements with your mentor.

### **Staff Room:**

There is a refrigerator for you to store your food, please remember that this is a **NUT FREE** Centre and all food brought into the centre needs to be nut free to ensure the safety of all. Tea, coffee and cold filtered water is available. We ask that you wash your own dishes and clean up after yourself. There is also a table located outside the community space and you are free to access this area.

### **Sun Protection Policy**

We aim to provide an environment that promotes sun smart practices. Children are provided with broad spectrum SPF 50+ sunscreen before going outside, and are required to wear a hat and clothing that covers their shoulders. It is important therefore that educators model appropriate practices to children by also wearing a hat, sunscreen and appropriate clothing. Please familiarise yourself with the full policy for more detailed information.

### **Workplace Health & Safety**

You are required to work in a way that is safe for you and for others and to maintain a safe environment. This includes keeping walkways clear, cleaning up spillages immediately, or reporting a hazard immediately to an educator.

You are encouraged to follow safe manual handling techniques when lifting or carrying equipment or children, and to ask for help when required.

Please ensure that you are dressed comfortably and professionally for work and that you wear enclosed shoes, non-slip shoes that are secured to your feet.

### **Illness during placement**

If you are unable to attend due to illness please contact the Centre to inform them.

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### **Historical Information:**

The Children and Families Everywhere – Enfield (C.a.F.E. Enfield) Centre has been created as a result of a joint initiative between the Commonwealth Department of Family and Community Services (FACS), the State Government Department of Education and Child Development (DECD) (formerly DECS), Child and Family Health Service (CaFHS) (formerly Child and Youth Health), Enfield Primary School and local community organizations.

The aim of the Centre was to create a “Family Friendly Centre” where children and their families feel welcome to visit and participate in activities or network with others from the community, resulting in effective support services which are designed to respond to the needs of parents and children. This model incorporates on one site CaFHS and DECD service provision. These services include developmental health checks for children, universal home visiting, parenting programs, adult learning pathways, early learning programs for children and families, a range of community activities, child care, preschool, and primary school.

C.a.F.E. Enfield, based on the grounds of Enfield Primary School, has been running since 2002 and has established a strong community spirit. Over this period the project has engaged a great number of families and children through a range of early childhood and parenting programs, community activities, children activities, parent volunteer participation and community consultations. The project prides itself on the commitment to building on ‘family strengths’ and ensures that activities are in response to community need.

In June 2005, the Minister for Education and Children’s Services released the report of the inquiry into the Early Childhood Services in South Australia, ‘The Virtual Village: Raising a Child in the New Millennium’. This report establishes a framework for the future of service provision for children from birth to eight years old and their families. The report describes an integrated: cross government approach to the delivery of early childhood services. These services will be community facilities that bring together the range of services for children delivered by the Department of Health, Families and Communities and Education and Children’s Services.

C.a.F.E Enfield was identified as one of the sites for the development of an Early Childhood Development Centre, providing an integrated birth to eight care and education program at the site.

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## C.a.F.E. Enfield Children's Centre - Site philosophy

C.a.F.E. Enfield Children's Centre is an integrated site including Community managed Child Care, Department for Education Preschool, Playgroups, Child and Family Health Services, Learning Together, parenting support programs, and Adult Education. These services work together to support health, social, emotional and educational outcomes for children and their families.

We are committed to developing the cultural competence of our educators with respect to Aboriginal and Torres Strait Islander cultures as we work towards development of our Reconciliation Action Plan. We acknowledge the Kurna people as the traditional custodians of the Adelaide region and that their cultural and heritage beliefs are still as important to the living Kurna people today.

We believe that inclusion is a right and that every child is entitled to high quality early education and care. Our practices reflect the belief that children are capable and competent learners from birth and unique in their own individual way. Educators encourage children to try things for themselves, and support them to build a sense of optimism and positive well-being.

We believe families have a critical role in early development of their children's learning. We believe young children are happier and achieve more when early year's educators work together with families to share insights, aspirations and documentation to support and extend children's learning and development. We provide a safe, welcoming place for all children and their families to foster a strong sense of belonging and community.

We believe children have a right to play. Play is fundamental to young children's learning as they engage in exploration, imagination and investigation, while socialising and communicating with children and adults around them. Our environments both indoors and outdoors are valued equally as important learning spaces. We believe the role of the learning environment is to provide flexible, ever-evolving materials and spaces to enable children to participate uninterrupted, to work alone, in small intimate groups or as a member of a large group.

We believe children should experience wonder in their world. Children are citizens from birth, and as such have a right to be listened to and a voice in decisions that affect them. Educators work with children to develop skills, knowledge and dispositions to connect them to their environment and their community. We model sustainable practices and promote active engagement by learning from, with and in the natural environment.

We believe children need healthy food, quality sleep and lots of exercise to assist with brain and body development. Meal times are social learning times that provide opportunity to develop connections between people. Our daily routines and programs encourage children to eat a wide variety of nutritious foods every day.

The quality of Educators is the key to the provision of high quality care and education of young children. This notion is supported through an environment of trust and respect with the community and in a culture of continual reflection and renewal of ideas and understandings. Educators are actively encouraged to access and continue training and professional development. We are all lifelong learners.

Reviewed March 2021

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## High Quality Care and Education:

The program for our Centre is play-based and is built on a foundation of secure attachment and building trusting relationships between families, children and educators. Play is fundamental to young children's learning as through play they engage in exploration, imagination and investigation; while at the same time they are socialising, communicating and collaborating with other children and adults around them.

To support this, your child will be assigned to a Primary Caregiver who will be the person for you to share information with.

High staff:child ratios are a priority for us as they support the development of positive, responsive and trusting relationships. These ratios also enable educators to engage with children more deeply in play and extend learning opportunities.

Research demonstrates that quality is also linked to the qualifications held by educators. A mixture of degree and diploma qualified educators ensures that children's developmental and learning needs are met. At least 50% of the educators in each room hold a diploma qualification or above, while the remaining educators hold a minimum Certificate 3 qualification.

Belonging, Being and Becoming-The Early Years Learning Framework for Australia is the basis for our curriculum planning and evaluation of children's learning. Observation and documentation of children's learning is used to gather information about what children know, understand and can do. We use digital photographs, samples of children's work, and "learning stories" to articulate children's involvement, track progress against Learning Outcomes and plan effectively for each child.

Our learning environments inside and outside provide flexible materials and spaces for children that are interesting and inviting, and allow them to work alone, in small intimate groups and/or as a member of a large group. We have a large outdoor environment which enables children to explore, investigate and connect with the natural world, to be adventurous and take risks. It is also a place for children and educators from across the whole Centre to interact with one another on a daily basis.

## Kaurna Room Names

We acknowledge that the Kaurna language is the cultural property of the Kaurna people and we thank **Kaurna Warra Pintyanthi** (KWP) for allowing us to use these words. After consultation with KWP throughout 2015, we were granted permission in 2016 to use Kaurna words for the names of the children's learning spaces based on the life cycle of the **Karra** tree (River Red gum).

## Yitpi Room

*Yitpi (Jipi) is a word from the Kaurna Nation and means seed.*

Crèche is provided to support parents engaged in on-site adult education and community learning. This is a mixed-age setting catering for small groups of children from birth to 5 years of age.

## Yitpi Tarnanthi Room

*Yitpi Tarnanthi (Jipi Darrnundi) is a word from the Kaurna Nation and means seed sprouting.*

Positive relationships and wellbeing are the foundation of the curriculum with our younger children. We draw on current educational theories such as Attachment Theory, Circle of Security and Marte Meo to help guide our practice.

Group size is an important factor within all of the rooms but particularly so in this room. We aim to limit the number of children to 12 in each session as this helps in establishing relationships with children and families that support learning and development.

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## **Karra Room**

*Karra (Gahra) is a word from the Kaurna nation and means Red Gum*

The focus of the curriculum in this room is on supporting children's growing capability to make decisions, try things for themselves and participate meaningfully in everyday routines, which form a large part of our day. Other key areas include developing the necessary social and communication skills to enable children to build friendships and to cope when things may be difficult.

## **Kangkulya Room**

*Kangkulya (Gangelar) is a word from the Kaurna nation and means Red gum seed pod.*

The Kangkulya Room integrates childcare for 4 year olds and a Department for Education funded Preschool Monday to Friday during school term time. The program is delivered by a combination of degree qualified & diploma qualified child care educators, supported by Bi-cultural and Additional Needs Support Workers.

The curriculum in this room provides opportunities for children to engage in sustained learning that builds upon their interests and introduces new ideas to provoke new thinking. This is done through a combination of individual and small group work as well as joint projects that may involve the whole group. There is also a strong focus on literacy and numeracy learning in everyday play.

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# C.a.F.E Enfield Children's Centre

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## **Centre Staff:**

C.a.F.E. Enfield Children's Centre has a commitment to high quality children's programs and as such the child/staff ratio is higher than the minimum requirements under the National Quality Framework.

## **Director -Education and Care**

- employed and funded full-time by Department for Education. The Director is responsible for all of the programmes offered and run at the Children's Centre.

## **Leadership Team**

- Assistant Director
- Team Leaders from each room
- Community Development Co-ordinator
- Occupational Therapist
- Speech pathologist

## **Supported by:**

- Early Childhood Teacher
- Diploma qualified educators in each of the rooms
- Certificate 3 qualified educators

## **Preschool:**

- Preschool Teacher/s
- Early Childhood Worker/s
- Preschool Support Workers
- Bilingual Workers

(All preschool staff are employed by Department for Education)

## **Ancillary staff:**

- Administration officers
- Cook







## Policy Agreement Form

I acknowledge that I have had access to the policies and procedures manual for C.a.F.E. Enfield Child Care Centre. I acknowledge that I have read and understood the contents of the following policies.

- I have taken particular note of the following policies and procedures
  - Healthy food supply and nutrition policy
  - Sun protection policy
  - Hot weather policy
  - Water safety policy
  - Supporting Interactions with Children policy
  - Supervision of Children policy
  - Administration of first aid policy
  - Incident, injury, trauma and illness policy
  - Accident prevention policy
  - Hygiene Practices and Infectious Disease control
  - Child Health Policy
  - Emergency Evacuation procedures
  - Grievance Policy

I agree to follow the policies, procedures and conditions of my student placement by C.a.F.E. Enfield Child Care Centre.

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_



## Student Personal details form

<b>Family name</b> _____	<b>Date of Birth</b> _____
<b>First name</b> _____	
<b>Address</b> _____	
<b>Telephone (h)</b> _____ <b>(mob)</b> _____	
<b>Placement dates</b> _____	
<b>Institution</b> _____	

<b>Emergency Contact#1</b>		
<b>Name</b> _____	<b>Relationship</b> _____	
<b>Phone (h)</b> _____	<b>(w)</b> _____	<b>(mob)</b> _____
<b>Emergency Contact#2</b>		
<b>Name</b> _____	<b>Relationship</b> _____	
<b>Phone (h)</b> _____	<b>(w)</b> _____	<b>(mob)</b> _____

<b>Medical Information (in case of emergency)</b>
<b>Doctor/clinic name</b> _____
<b>Address</b> _____
<b>Telephone</b> _____
<b>Any relevant medical conditions? Please list</b>
_____
_____
_____