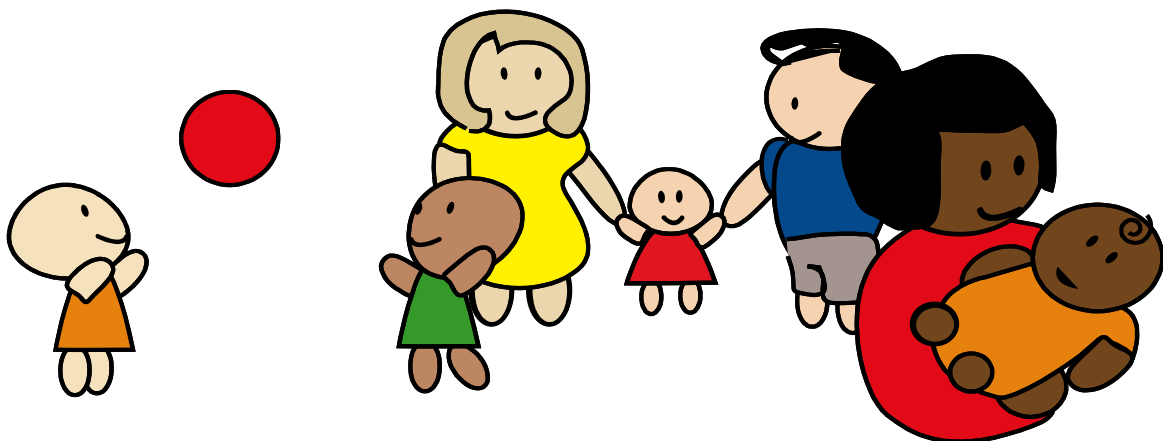


C.a.F.E Enfield Children's Centre

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



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.

As per Department for Education policy, only ECEC staff are permitted to take images and video of children. If work placement students are required to take photos or video of children as part of their studies, additional written permission (consent) must be obtained from parents/carers and images **must be taken by a staff member** using a service issued device. Images will then be printed at the site as digital images are not allowed to go off site.

All written observations of children must be recorded in such a way that the child's identity and personal details are confidential (Eg do not use full names).

We kindly ask that when you are discussing the Centre, educators, children and families as part of your classes or tutorials, that you do this in a way that is respectful and maintains confidentiality.

Personal mobile devices such as phones, tablets and smart watches are not permitted in children's rooms or while working directly with children. They must be stored in staff lockers. They can be accessed during break and meal times only.

Car Parking:

The carpark 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, may be a space in the staff car park at the end of Wilkins St.

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.

Smoking and vaping:

The Department for Education recognises that active and passive smoking is a health risk.

Anyone in a department workplace or anyone involved in a department activity should be protected from the involuntary inhalation of smoke from tobacco and tobacco related products and aerosols from e-cigarettes. This includes smoke from cigarettes, cigars, pipes and vapour from e-cigarettes and other personal vaporisers.

Smoking, including using e-cigarettes (commonly referred to as 'vaping'), is prohibited at all schools, preschools and early learning centres and within 10 metres of their boundaries. The ban includes smoking within buildings and all outdoor areas and playgrounds

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 we are an **Allergy Aware** Centre and we try to minimize risky food items (nuts, eggs etc) coming into the centre. If you do consume food with these ingredients make sure you wash your hands and rinse your mouth before returning to the children's rooms.

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.



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.

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 Communities and parenting support programs. These services work together to support health, social, emotional and learning outcomes for children and their families.

We are committed to developing the cultural responsiveness 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 to continually improve practice and pedagogy.

Last Reviewed July 2025

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.

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.



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 Teachers in Karra & Yitpi Tarnanthi rooms
- 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
 - Accident prevention policy
 - Administration of first aid policy
 - Child Health Policy
 - Grievance Policy
 - Healthy food and nutrition policy
 - Hot weather policy
 - Hygiene Practices and Infectious Disease control
 - Incident, injury, trauma and illness policy
 - Inclusion Policy
 - Medication Policy
 - Protective practices for staff in their interactions with children & young people
 - Safe use digital technologies online environments policy
 - Sun protection policy
 - Supervision of Children Policy
 - Supporting Interactions with Children policy
 - Water safety 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: _____





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

Student Personal details form

Family name _____ **Date of Birth** _____
First name _____
Address _____
Telephone (h) _____ **(mob)** _____
Placement dates _____
Institution _____

Emergency Contact#1

Name _____ **Relationship** _____
Phone (h) _____ **(w)** _____ **(mob)** _____

Emergency Contact#2

Name _____ **Relationship** _____
Phone (h) _____ **(w)** _____ **(mob)** _____

Medical Information (in case of emergency)

Doctor/clinic name _____
Address _____
Telephone _____

Any relevant medical conditions? Please list

