

**IN THE FAIR WORK COMMISSION  
AT SYDNEY**

**MATTER:** AM2018/9

**INDEPENDENT EDUCATION UNION OF AUSTRALIA  
APPLICANT**

**SUPPLEMENTARY STATEMENT OF LILY AMES**

I, Lily Ames, of [REDACTED] in the State of Victoria, say,

1. I describe my day-to-day work below. This should be read in conjunction with my earlier statements, which describe the nature of each teaching task (in particular, individual and group programming, play-based learning and compliance with the National Quality Framework).
2. Also throughout the day I am expected to answer the phone, actively supervise 28 children (with two educators supporting) administer first aid as required, write up accident and incident reports as needed and take detailed observations about children's interactions with their individual learning plan activities.

*7.30 am*

3. I arrive at work by 7.30am, although my shift does not start until 8. I find that I need the additional time to complete all the tasks which I need to do before the children begin arriving. These are:
  - a. consulting the educational program that I have developed and set up a variety of play based group and individual learning experiences designed to target specific children's developmental needs and to progress their learning;
  - b. completing an indoor safety check list, making sure there are no hazards such as broken equipment;

- c. setting up the classroom, including taking chairs down from tables, setting up the quiet area with cushions and tidying the bookshelf, setting up the dramatic play area with free ups and other props to promote imaginary dramatic cooperative play, tidying the art supply shelf and setting up art equipment (including by making the art experience intentional by setting up an inspiration/provocation for some children who have progressed to representational rather than abstract painting, to scaffold their further learning in this area); and
- d. making play dough for the children with sensory processing issues so they have an activity they can come to when they need to regulate their emotions.

*8.00am-8.30am*

- 4. My Educator colleague arrives and we set up the outdoor environment together and do a yard check (check that all equipment, particularly climbing is safe and in working order, check for hazards in the yard). This includes removing the sandpit cover then raking sand, as well as setting up children's resources in an inviting way that promotes curiosity, exploration and team work.
- 5. From 8.20, I write the day's learning intentions on the whiteboard for families and educators, and make sure children's sign in area is set up and that their name tags are accessible. I then quickly check the center email, reply to any urgent messages and note any that need a reply later.

*8.30am-9.00am*

- 6. The session begins at 8.30am and families start to arrive. I greet families and speak with parents, assist children with separation from their parents and support them to settle in to the program by putting their bags away and choosing an activity.

*9.00am-9.45am*

7. At 9.00am we start the learning day with a morning meeting. Children are invited to the mat for the first group activity. We acknowledge the traditional owners of the land, and we discuss what will be happening during the day as well as playing games or other group activities per the educational program. The children may share news from home. As well as the specific educational outcomes identified in the educational program for the particular group activity, this group time involves teaching children important social and self-regulation skills.

*9.45am-10.30am*

8. At 9.45am, we begin the transition to morning tea with an intentional activity such as letter recognition or a counting game. Educators supervise children washing their hands and assist with getting their lunches out of their bags.
9. I sit with children while they eat their morning tea. This involves teaching children both social skills and about good nutrition. We talk about everyday healthy foods and sometimes foods. I also observe where the children have chosen to sit and who they like to interact with, and I make notes about their social development. I also observe if children can open and close their lunch boxes without assistance to see how their fine motor skills are developing, I make a note of children that may benefit from extra support and development in this area.

*10.30am-11.30am*

10. After morning tea, implementation of individual learning programs through indoor/outdoor play begins. I run intentional small group learning experiences during this time. This may include activities such as: cooperative games that foster team work and collaboration, self portraits or guided drawing to observe and assess children's fine motor skills and their drawing development, outdoor climbing or ball skills to observe and assess children's coordination and gross motor skill development.

*11.30am – 12.30pm*

11. At 11.30am the second group activity begins. This is usually story and discussion time. Children are invited to the mat and I read a story that I have chosen because it has particular relevance to our educational program. We read the story together then we have a discussion about the main themes and children have opportunities to share with the group. Again, multiple learning outcomes are involved.
12. At 12pm, we begin the transition to lunchtime with an intentional game. At 12.30, I have a half-hour lunch break while the children eat their lunch.

*1pm-2pm*

13. From 1pm, the second play-based learning session occurs (either indoor or outdoor). Children choose their own activities during this time. I observe interactions and their play, sometimes joining in to role model and assist children to join in play with others. I will work with particular children on activities in accordance with their individual learning plans, and work to scaffold their learning (always with a focus on the EYLF).

*2pm-3pm*

14. Rest and relaxation time starts at 2pm. children come inside and participate in a guided meditation lead by myself, followed by light stretching/Yoga (I am a fully qualified yoga teacher) then reading stories or playing quietly, some children fall asleep during this time. During this time I am supporting children to develop self regulation skills.

*3pm-3.45pm*

15. At 3pm we return to indoor/outdoor play-based learning. I observe children's play, lead large group games or climbing activities. I support and assist my educator colleagues as we work with children to enhance and direct their learning. At 3.45pm, pack-up time begins. We work with the children to tidy their areas and put things away.

### *3.45pm to 5pm*

16. 3.45pm is mat time. I lead the children in reflecting on our day and talking about the things they learnt. The children get ready to go home. This process helps them develop self-regulation, independence and other necessary skills.
17. The session ends at 4pm, and parents/carers arrive to pick up their children. Many parents want to discuss their children's development with me at this time as I continue to supervise other children that have not been picked up yet. When children are not picked up on time, my non contact time after the session is cut short while I supervise the child and wait for their parent.
18. By 4.15pm, most children have left the service. I start to put the chairs up on the tables, sweep the floor, prepare resources for the following day.
19. My shift ends at 4.30pm. I am usually finished with packing up at this time. I check emails, talk to the director, call local schools, check in with other professionals that may be supporting some of the children. I start to type up my notes from the days observations, return any calls I couldn't take during the session, and tidy the store room. I usually leave work at 5pm.

---

LILY AMES

17 JUNE 2019