

Permission to handle animals at the centre

The centre aims to offer children experiences which will enhance their wellbeing and sense of responsibility, thus creating belonging to a wider community and understanding of the world in which the children live. Part of our program includes the care of and handling of animals. Of course working with animals includes risk, which is important for children to understand limitations and understand how other creatures live and also belong to our world. Some of the risks associated with children handling animals and their general care may include a scratch or a bite which is out of the control of the staff and centre. The experience associated with the centre of animals is supported with the Early Years Framework, National Quality Standards and regulations as seen below:

With our experiences we aim to achieve the following Quality areas and learning outcomes for the children.

<p>QA1 Educational program and practice</p> <p>1.1 An approved learning framework informs the development of a curriculum that enhances each child’s learning and development.</p> <p>1.1.1 Curriculum decision making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.</p> <p>1.1.2 Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program.</p> <p>1.1.3 The program, including routines, is organised in ways that maximise opportunities for each child’s learning.</p> <p>1.1.5 Every child is supported to participate in the program.</p> <p>1.1.6 Each child’s agency is promoted, enabling them to make choices and decisions and influence events and their world</p>	<p>EYLF – Learning outcomes</p> <ul style="list-style-type: none"> • OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY • Children develop their emerging autonomy, inter-dependence, resilience and sense of agency. • Children are open to new challenges and discoveries • Children take risks in their decision making and cope with the unexpected • Children demonstrate increasing awareness of the needs and rights of others. • Children develop knowledgeable and confident self identities • Children celebrate and share their contributions and achievements with others. • Children learn to interact in relation to others with care, empathy and respect. • Children show interest in other children and being part of a group • Children engage in and contribute to shared play experiences • Children express a wide range of emotions, thoughts and views constructively • Children empathise with and express concern for others • Children display awareness of and respect for others’ perspectives • Children reflect on their actions and consider consequences for others • OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD • Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation • Children cooperate with others and negotiate roles and relationships in play episodes and group experiences • Children take action to assist other children to participate in social groups • Children broaden their understanding of the world in which they live • Children express an opinion in matters that affect them • Children gradually learn to ‘read’ the behaviours of others and respond appropriately • Children demonstrate a sense of belonging and comfort in their environments • Children contribute to fair decision-making about matters that affect them • OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS • Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity • express wonder and interest in their environments • are curious and enthusiastic participants in their learning • use play to investigate, imagine and explore ideas • follow and extend their own interests with enthusiasm, energy and concentration • initiate and contribute to play experiences emerging from their own ideas • participate in a variety of rich and meaningful inquiry-based experiences • persevere and experience the satisfaction of achievement • persist even when they find a task difficult <p style="text-align: right; font-size: small;">Further Outcomes are also aimed to be met not listed here.</p>
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How we aim to minimise risks:

- After handling any animal it is centre policy to encourage each child to wash their hands.
- No child will handle or care for animals unless supervised by an educator 18 years or older.
- When cleaning the enclosures children will wear appropriate safety clothing – gloves and mask (if required)

I have read the above information and understand the risks involved with the handling and care of animal I agree to allow my child to participate in this aspect of the centre program and allow my child to handle the animals and assist with their care in cleaning and feeding.

Child’s Name: _____ Age: _____ Care room: _____

Parent Name: _____ Signature: _____ Date: _____

I have read and understand the above information and will ensure that at any time the children have access to the animals they will be supervised by a staff member no younger than 18 years. I understand and ensure that all risk management is followed.

Qualified Educator name: _____ Signature: _____ Date: _____