

LEAPS

learning eating active play sleep



Risk Management

While there are some risks associated with participation in physical activity in the ECEC environment, it is important to realise that there are benefits associated with these risks. These benefits include allowing children to develop and demonstrate that they are capable and competent problem solvers in the physical environment.

Through exposure and engagement in carefully managed and supervised 'risky' activities, children are provided with the opportunity to:

- Learn new skills
- Learn sound judgement in assessing risks and hazards themselves
- Manage difficult situations
- Try new behaviours
- Preserve, persist and build resilience
- Encouragement to reach their potential
- Powerful learning experience both physically, socially, intellectually and emotionally.

Plan learning environments with appropriate levels of challenge where children are encouraged to explore, experiment and take appropriate risks in their learning

(DEEWR, 2009)

Although there are obvious benefits of children being exposed to risks, this does not mean that safety should be ignored. It is still important to ensure that the physical activity environment is safe. Your peak body or employer will have a risk assessment tool for use in your setting.

There are a number of risk management messages for educators and children to consider when participating in physical activity including:

- Drink water
- Wear a sun hat
- Play in the shade
- Wear safe clothing
- Hold on firmly when climbing
- Watch out for tripping hazards
- Watch out for others around you
- Protect your feet
- Play with safe equipment
- Have an adult nearby
- Land safely

The *Get Up and Grow* Director handbook contains additional information on risk management:
<http://www.health.gov.au/internet/main/publishing.nsf/Content/phd-gug-directorscoord>

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Risk Management

References:

Australian Children's Education and Care Quality Authority (2013). *Guide to the National Quality Standard*. Retrieved from: <http://www.acecqa.gov.au/national-quality-framework/the-national-quality-standard>

Department of Education Employment and Workplace Relations (2009). *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*. Retrieved from: <https://www.education.gov.au/early-years-learning-framework>

Department of National Parks, Sport and Racing, Queensland Government (2012). Let's Get Moving. Retrieved from <http://www.nprsr.qld.gov.au/community-programs/school-community/childhood-programs/preschooler.html>

Little, H. and N. Sweller (2015). "Affordances for Risk-Taking and Physical Activity in Australian Early Childhood Education Settings." *Early Childhood Education Journal* **43**(4): 337-345.

Links to the National Quality Standard (NQS) and the Early Years Learning Framework (EYLF)

NQS Quality Area 2:

Children's health and safety

NQS Standard 2.3:

Each child is protected

NQS Element 2.3.1:

Children are adequately supervised at all times

NQS Element 2.3.2:

Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury

EYLF Principle 1:

Secure, respectful and reciprocal relationships

EYLF Learning Outcome 4:

Children are confident and involved learners
Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

EYLF Practice:

Learning environments

EYLF Practice:

Learning through play