The planning considerations that are common to all curriculum activities can be found in the CARA generic template. These must be considered as well as the activity-specific considerations outlined below.

Activity scope
This guideline relates to student participation in child-related studies as a curriculum activity. Child-related studies refer to any activity that requires students to observe and interact with young children.

Mandatory/special requirements
Mandatory requirements must be met for the activity to be conducted. Special requirements are to be considered in the planning and delivery of this activity.

‘Students’ refers to those secondary students who the teacher has engaged in the activity and ‘children’ refers to those who are involved in the activity due to their attendance at an early childhood education setting.

Comply with legislative requirements in relation to the blue card system.

Guidelines/codes of practice are established for regulated early childhood services (i.e. Education and Care Services National Law, Education and Care Services National Regulations and The National Quality Standard. Refer to Early Childhood Education and Care.

School-based playgroups must be run in conjunction with Playgroup Queensland for insurance reasons and the relevant Australian Standards for equipment must be met.

Risk level
- **Low** risk: Student observation of children.
- **Medium** risk: Student interaction with children aged 0-5 years, including the organisation of practical skills associated with the implementation of the Early Childhood Studies Subject Area Syllabus 2014.

Minimum supervision requirements
- Covered in the Planning Considerations section as outlined in the CARA generic template.

Minimum qualifications for supervisors
**Low risk level**
- A registered teacher with knowledge of procedures that develop skills in the observation of children.
  - OR
- An early childhood teacher or a director or nominated supervisor of an approved early childhood education and care service, with qualifications in child-related studies and experience in a supervisory role.

**Medium risk level**
- A registered teacher with knowledge of procedures that develop skills in observation and competence in supervising and facilitating positive interaction with and between children and educators.
  - OR
- An early childhood teacher or a director or nominated supervisor of an approved early childhood education and care service, with qualifications in child-related studies and experience in a supervisory role.
Minimum requirements for equipment/facilities

- Equipment that is appropriate, clean and safe for use by young children, and that adheres to legislation and standards governing approved early childhood settings.

- Equipment used in a non-licensed early childhood setting (out-of-scope services) must adhere to the requirements in the Education and Care Services Act 2013 (Qld) and Education and Care Services Regulation 2013.

Hazards and controls

Low risk level

<table>
<thead>
<tr>
<th>Hazards</th>
<th>Control measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological material</td>
<td>• Ensure students are aware of good hygiene practices and standard precautions for infection control in early childhood education and care services.</td>
</tr>
<tr>
<td>Equipment</td>
<td>• Ensure any equipment and the location used for the activity is left in a safe, clean and tidy condition.</td>
</tr>
<tr>
<td>Student considerations</td>
<td>• Ensure the students have been prepared for the observation of children.</td>
</tr>
<tr>
<td></td>
<td>• Ensure the students have had opportunities to develop skills that ensure their own and others’ wellbeing.</td>
</tr>
<tr>
<td></td>
<td>• Monitor student observation and develop students’ skills in evaluation in respect to safety issues and procedures.</td>
</tr>
<tr>
<td></td>
<td>• Continually reinforce safety considerations throughout the activity.</td>
</tr>
<tr>
<td></td>
<td>• Ensure that student behaviour is non-threatening to the children, and that any accusations of inappropriate behaviour are dealt with in an expedient and appropriate manner.</td>
</tr>
<tr>
<td></td>
<td>• Develop a clearly defined emergency procedure, and ensure access to a qualified person with appropriate first aid training.</td>
</tr>
</tbody>
</table>

In addition to the above, for medium risk activities

<table>
<thead>
<tr>
<th>Hazards</th>
<th>Control measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological material</td>
<td>• Ensure explicit instruction is provided in good hygiene practices and standard precautions for infection control in early childhood education and care services. Ensure these are adhered to before, during, and after the activity.</td>
</tr>
<tr>
<td></td>
<td>• Ensure students are aware of a greater risk of transmission of infection when working with young children.</td>
</tr>
</tbody>
</table>
| Student considerations   | • Ensure students have been prepared for the interaction with children, including:  
  - actively supervising children
  - choosing age-appropriate materials
  - identifying age-appropriate learning experiences. |

Additional links

- Australian Children’s Education and Care Quality Authority  

- Guide to the National Quality Standard  
• Inspire the Future factsheets

• National Quality Framework

• Roles, responsibilities and qualifications

• Work Experience Placements for School Students

• Infection Control Procedure and Guideline
  http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Infection-Control.aspx

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