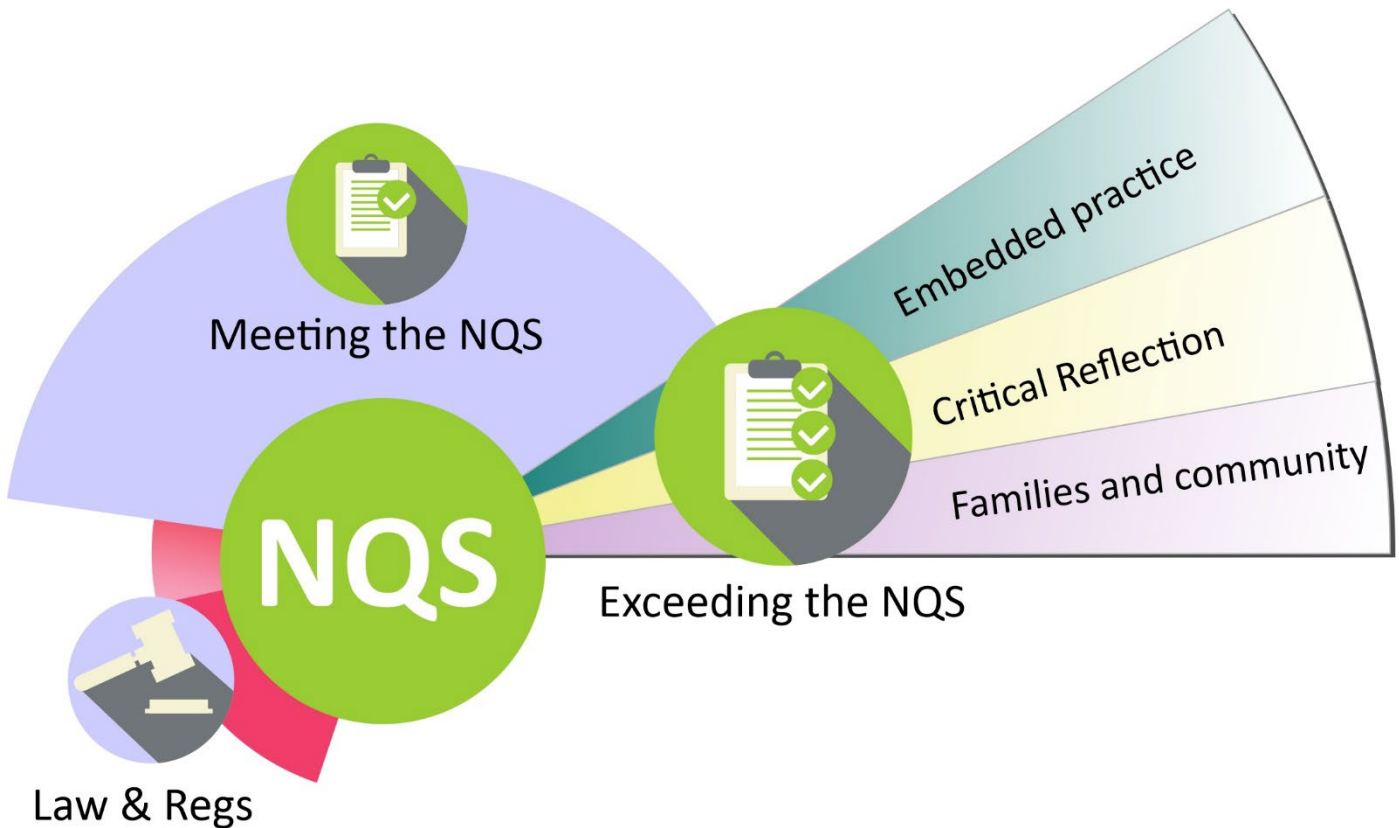


Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

**Section 1. We show you exactly what is required for this element to be meeting and exceeding.**



**First step:** We must ensure the Law and Regulations are always met. **Second step:** look at the NQS and work through the process of meeting the element. **Third step:** then we can look at and complete the exceeding themes.

**The educators and Educational Leaders pages give you exactly what you need to be meeting and exceeding.**



## Law & Regs

### The Law - Section 168 Offence relating to required programs.

(1) and (2) The approved provider and nominated supervisor ... must ensure that a program is delivered to all children ... that—

- (a) is based on an **approved learning framework**; and
- (b) is delivered in a manner that accords with the approved learning framework; and
- (c) is based on the developmental needs, interests and experiences of each child; and
- (d) is designed to take into account the individual differences of each child.

*Penalty: \$4000 if an individual. \$20,000, in any other case (eg approved provider is a company).*

### Approved learning frameworks - ACECQA

There are two nationally approved learning frameworks:

- Belonging, Being and Becoming: The Early years learning framework (birth to 5 years)
- My Time Our Place: Framework for School Age Care in Australia (school age children)

There's also the Victorian Early Years Learning and Development Framework (for Victoria only).

### **Regulation 73 Educational program**

## Week 1, 30 January to 3 February 2023 – 1.1.1 Approved Learning Framework

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(2) An educational program is to contribute to the following outcomes for each child—

- (a) the child will have a strong sense of identity
- (b) the child will be connected with and contribute to his or her world
- (c) the child will have a strong sense of wellbeing
- (d) the child will be a confident and involved learner
- (e) the child will be an effective communicator.

**Evidence to show compliance** to the Law and Regs can be found in our curriculum, demonstrating we are using the approved learning frameworks. We have a copy of the new 2023 V2 EYLF on display for families and copies digitally stored for our educators to use and refer to when observing, planning, reflecting, programing, and documenting children’s learning. We use educator quizzes and simple questions and answer to ensure they know what is required.

Please note that the above in green can go directly into your QIP or SAT (NSW only).



## Meeting the NQS

Educators use the five learning outcomes from the EYLF to plan and evaluate the program and can demonstrate how they do this more than placing a learning outcome at the bottom of a learning story.

- Children have a strong sense of identity.
- Children are connected with and contribute to their world.
- Children have a strong sense of wellbeing.
- Children are confident and involved learners.
- Children are effective communicators.

**Evidence can be found** in the children’s learning and assessment documentation and our regular program evaluations that check we are using the EYLF Learning Outcomes. We have increased all educator’s knowledge by watching online training videos both as individuals and within staff meetings.

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### Week 1, 30 January to 3 February 2023 – 1.1.1 Approved Learning Framework

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## Exceeding the NQS



### Embedded practice

*Educators and the educational leader work collaboratively to implement a curriculum that consistently enhances each child’s learning, development, and wellbeing.*

*We:*

- conduct daily team meetings, even if only for five minutes
- collaborate on our EL support offerings
- collaborate on our lesson plans, program, evaluations, and reflections.

**Evidence can be found** in the Educational Leaders job description, journal, folder with weekly reports and roster that show the EL is given time to do their job.

Please note that the above in green can go directly into your QIP or SAT (NSW only).



### Critical Reflection

*As a whole team you need to critically reflect upon at least one theory from the EYLF version 2 and put the changes from the critical reflection into practice. The theories that influence the development and implementation of the curriculum*

*include from EYLF 2023 V2 book p13:*

“Early childhood educators draw upon a range of perspectives in their work which may include:

- **developmental theories** that focus on describing and understanding the influences on, and processes of children’s learning, development, and wellbeing over time.
- **socio-cultural theories** that emphasise the central role families and cultural groups play in children’s learning and the importance of respectful relationships and provide insight into social and cultural contexts of learning and development

- **practice theories**, such as affordance theory that asks educators to think, for example, about the possibilities for activity that the physical environment offers children.
- **ancestral knowledges** are ways of knowing and understanding shared through history and culture, in the written, oral and spiritual traditions of Aboriginal and Torres Strait Islander peoples.
- **place-based sciences** that foster community connections in ways that build on local (children, families, communities and educators) funds of knowledge (experiences and understandings) that assist in building thriving learners and communities.
- **critical theories** that invite early childhood educators to challenge assumptions about curriculum, and consider how their decisions may affect children differently.
- **feminist and post-structuralist theories** that offer insights into issues of power, equity and social justice in early childhood settings.

**Evidence can be found** in the reflection work sheets and the supplementary online training videos that work through the process of reflection with the above theoretical perspectives.

Please note that the above in green can go directly into your QIP or SAT (NSW only).



Families



Community Links

The EYLF is based on the relationships children have with their families, with educators and with community members. In fact, the 2023 V2

EYLF uses the words family and families 156 times and the words community and communities 136 times.

*Educators regularly connect with children’s families or community in ways that build strong connections. We*

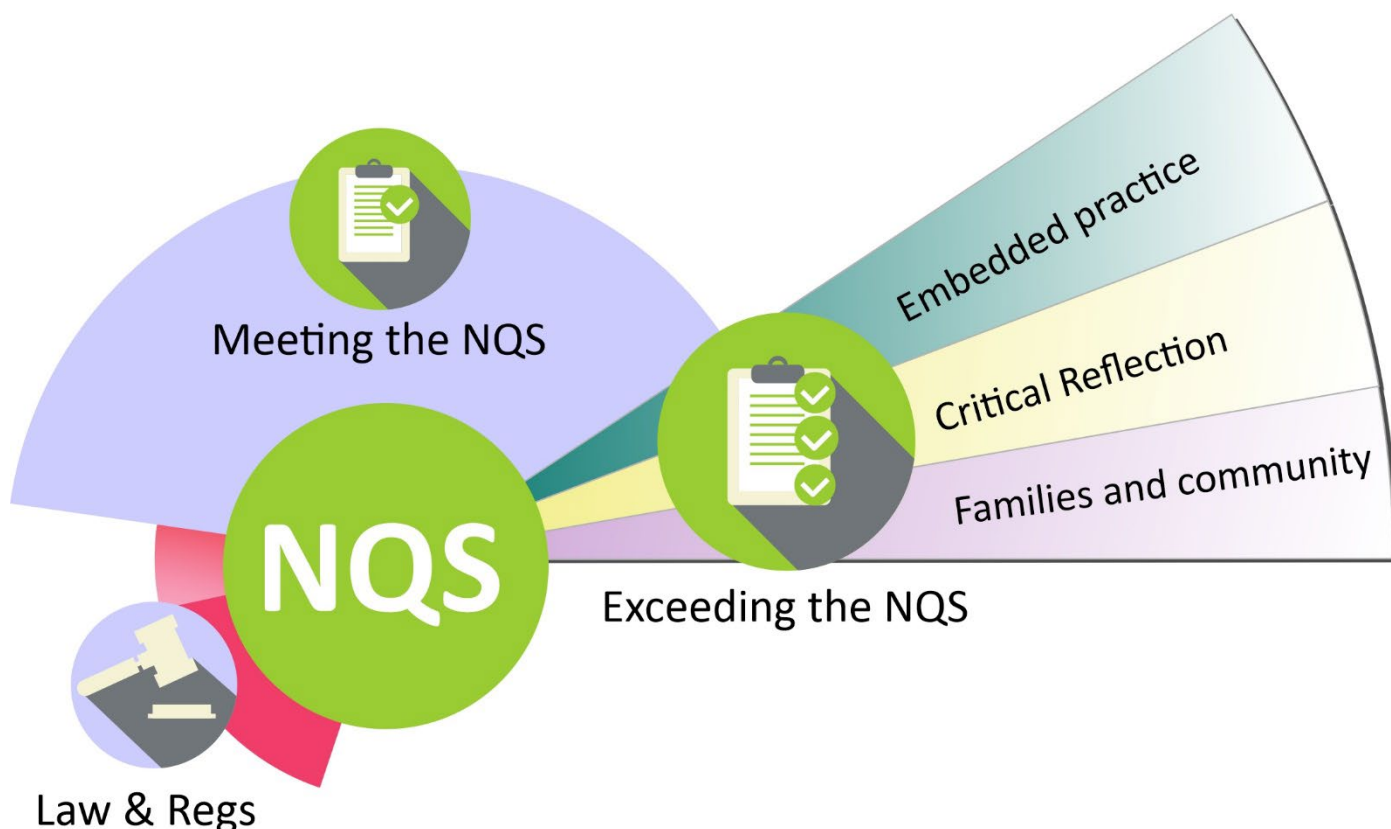
- organise regular excursions.
- welcome visitors from community organisations.
- participate in local community events, for example, parades and displays.
- instigate activities that involve a family member sharing an interest, their job, or their culture support community events, for example, fund raising for local community organisations that have a link to your families and community.

**Evidence can be found** embedded in the learning documentation that shows our regular excursions into the community, community visitors, events we as a service participate in and ways we involve our families to share knowledge, skills and their culture.

Please note that the above in green can go directly into your QIP or SAT (NSW only).

**Week 1, 30 January to 3 February 2023 – 1.1.1 Approved Learning Framework**

## Educational Leader and Nominated Supervisor



**First step:** We must ensure the Law and Regulations are always met. **Second step:** then we look at the NQS and work through the process of meeting the element. **Third step:** then we can look at and complete the exceeding themes.

The logo above shows the effort required to do these three components. It should be easy and take little time to meet the Law and Regulations once you know what is required. Meeting then can become everyday practice, while exceeding takes a lot more time, thinking, connecting to families and community and practice change.

There are **6 things** that you need to do with your service and educators.

- (1) Ensure your service and educators are using the approved learning frameworks, ie: EYLF.
- (2) Check that educators are writing with words from the EYLF framework, not just placing learning outcomes on the bottom of their documentation with no real connection.



Video  
Training

To help your educators learn watch this online video explaining the EYLF in detail and how to use the Learning Outcomes. Click below.

<https://vimeo.com/444528949/699db26cb0>

- (3) Set up a folder for yourself so you can document and show the assessor how you are working with educators. Use document provided in this section.
- (4) Guide your educators with the theoretical critical reflections from the new EYLF V2 2023, page 13. **Use the reflection templates over the year**, but you must ensure all educators have completed one to get exceeding.
- (5) Ensure educators are connecting to your local community. Ensure excursion risk assessments and permissions are completed correctly and before starting.
- (6) Work with your Nominated Supervisor and edit the QIP (SAT for NSW) template provided by Centre Support to ensure it is reflecting your service's practices.

### Week 1, 30 January to 3 February 2023 – 1.1.1 Approved Learning Framework

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## Compliance test for educators

**Instructions: Nominated Supervisor is to** conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Miss Cherie asks what is an 'approved learning framework' is. Please respond.		
Mr Jack asks if there's a Reg that supports element 1.1.1. Is there?		
Miss Claire asks what happens if educators aren't implementing an approved learning framework properly. Please respond.		

### Week 1, 30 January to 3 February 2023 – 1.1.1 Approved Learning Framework

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## Educational Leader weekly sheet

Date	Educational Leader activity	With whom?	Comments	Follow up
Monday 30.1.23	Teaching room leader how to assist her educators extend learning by using Blooms Taxonomy	Sam	We used the example of a local bird the Galah and stepped through the 6 steps of Blooms and showed how other parts of her program need to be connected, ie trees the galah lives in and the grubs they eat.	Check how Sam is going and test what she has learnt and taught by talking together with Sam and her educators.
Monday 30.1.23				
Tuesday 31.1.23				
Wednesday 1.2.23				
Thursday 2.2.23				
Friday 3.2.23				

General thoughts or ideas

**Week 1, 30 January to 3 February 2023 – 1.1.1 Approved Learning Framework**

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