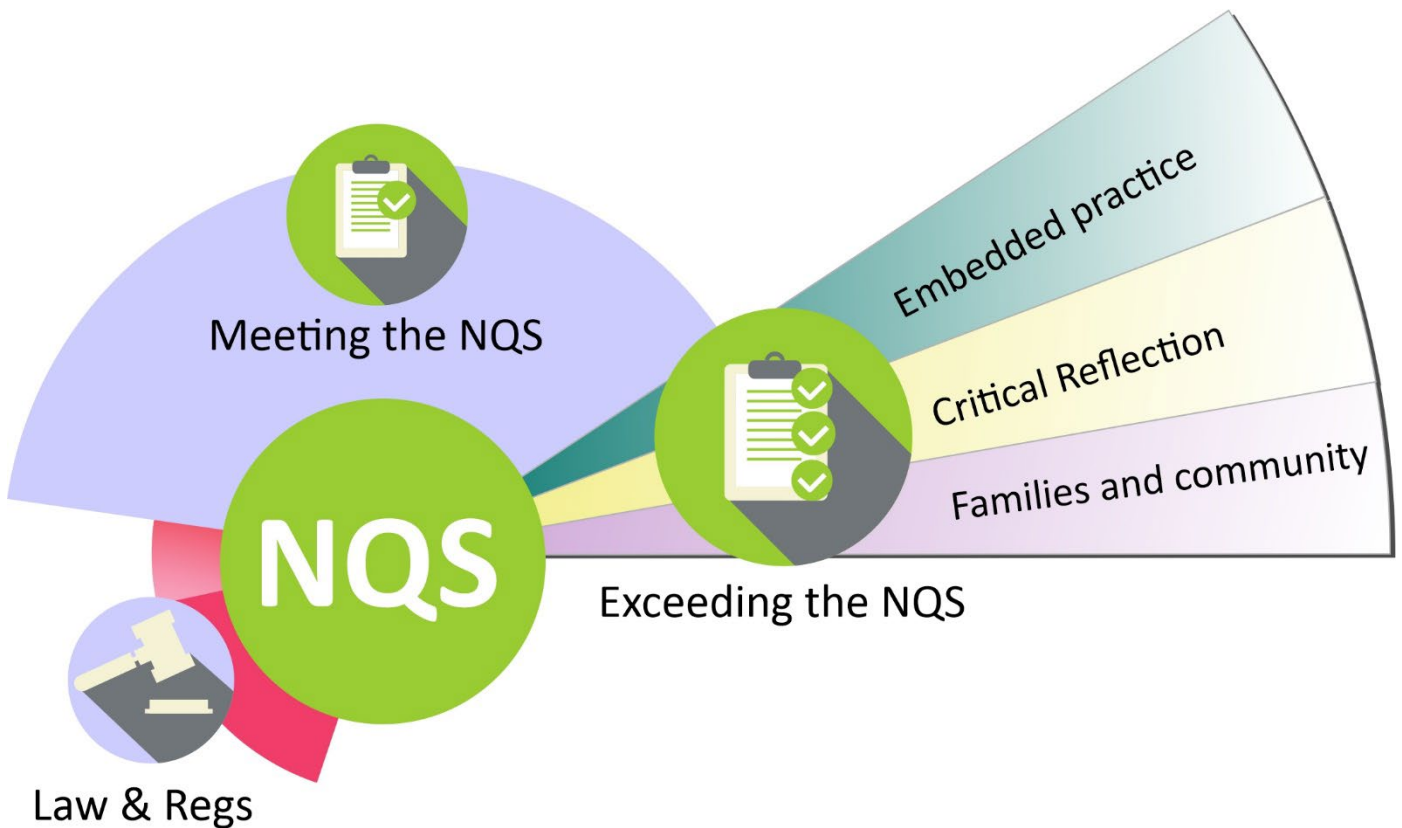


Each child's current knowledge, strengths, ideas, culture, abilities, and interests are the foundation of the program.

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 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.

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.

Week 2, 6 to 10 February 2023 – 1.1.2 Child-centred

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Regulation 73 Educational program

(2) An educational program is to contribute to the **(five learning outcomes in the MTOP)** for each child—

Evidence to show compliance to the Law and Regs can be found in our curriculum, demonstrating we are using the approved learning framework. Within the children's documentation we show how we base the program on developmental needs, interests and experiences of each child while considering individual difference.

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



Meeting the NQS

Looking at the element in detail - educators must implement a program which reflects each child's:

1. What does the child **know**?
2. What are the child's **strengths**?
3. What are the child's **ideas** for the program?
4. How can we use the child's **culture** for the program?
5. What are the child's **abilities**?
6. What is the child **interested** in?

Practice examples of what we need to see in the program include:

Knowledge and ideas

- asking the children each day what they'd like to do.
- during activities a child's idea is followed up or extended upon.

Strengths and abilities

- from conversations with families, educators discover what the families think their child is good at, or is interested in.
- our observations followed up or extended upon.

Interest

- during excursions a child's interest is extended on or explored further.

Culture:

- hosting visitors in the service
- discussing holidays
- discussing shopping
- sharing cultural practices
- finding out about family jobs/interests/daily lives.

Evidence can be found in the children's learning and assessment documentation and includes how we consider what children know, their strengths, ideas, abilities and interest.

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

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Exceeding the NQS



Embedded practice

Our educators' curriculum decisions support Element 1.1.2 and connect to the service's philosophy.

• We **promote** inclusion/participation/belonging. (Provide an example.)

• We promote relationships and **connections** with families and community. (Provide an example.)

• We recognise our **unique** service environment. (Provide an example.)

• We promote **high-quality learning** outcomes. (Provide an example.)

• We respect **diversity**. (Provide an example.)

• We encourage **continuous improvement**. (Provide an example.)

• We value and encourage the **children's ideas**.

Evidence can be found in our evaluation of our program against our philosophy. We identified where we have; promoted inclusion, participation, belonging; the ways we promote relationships and connections with families and community; how we have recognised our unique service environment and used it to extend children's learning; high-quality learning outcomes; respect diversity; valuing children's ideas and a culture of continuous improvement.

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



Every child's circumstance is considered when making curriculum decisions. Examples include the following.

Critical Reflection

Our educators review information on enrolment forms.

- Our admin manager/NS passes relevant information to educators.
- We discuss and reflect on relevant information at regular team meetings.
- We promote and discuss EL input and support.
- We converse with families at pick-up/delivery and via email.
- Our educators initiate conversations with families if they notice something amiss or have concerns for a child.

Critical reflection has changed our practice and

include a new process used by admin manager to pass information onto the group, a customised information sheet kept confidentially about the children's educators can refer to. Informal group discussions are conducted to disseminate the information provided. Assistance is given by the Ed Leader to gain another perspective and insight about the children and possible learning experiences. This information is continually added to both formally and informally through conversations at drop off and pick up.

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



Families



Community Links

Educators regularly engage with a child's family and community to develop a child-centred program. Examples include the following.

Detail an activity based on a child's strengths, ideas, culture, abilities, or interests, that uses information from their family or community.

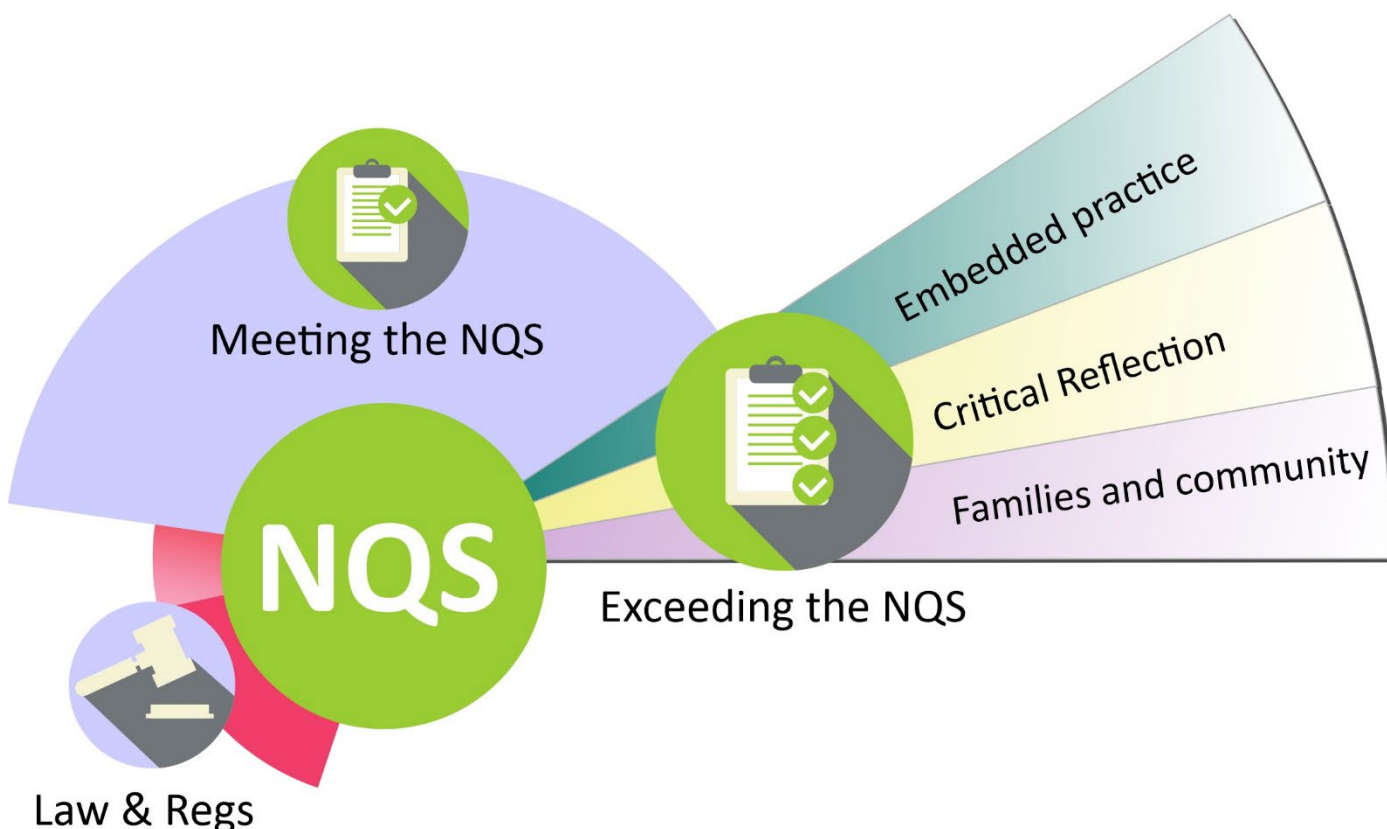
How do educators engage with family and community to achieve this, and how often?

We regularly engage with families to develop a child-centred program. Meet-and-greet nights at the start of the year build relationships between families and our educators. In turn, we get to know the families better to ensure we develop a child-centred program. We work with a team of allied health professionals for two of our children's development requirements.

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

Week 2, 6 to 10 February 2023 – 1.1.2 Child-centred


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 educators base the program on developmental needs, interests and experiences of each child while considering individual difference.
-  To help your educators learn watch this online video explaining Child Centred practice for element 1.1.2. Click below.
- <https://vimeo.com/516947158/5349616097>
- (2) Add to your folder the daily planner so you can document and show the assessor how you

are working with educators. Use documents provided in this section.

- (3) Guide your educators to ensure they are at the meeting level, use the examples in their section and the checklist to help you know exactly what is required.
- (4) Work through the 'Exceeding Embedded' theme sheet.
- (5) Ensure your service is connecting with families community. Evaluate the example provided and see if that would work for your service.
- (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.

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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 Claire says people talk about approved learning frameworks. She asks how people know what these are? Please respond.		
Mr Chris says there's nothing in the National Law that talks about delivering a child-centred program. Is she correct?		
Miss Skye asks whether the learning outcomes in the MTOP/VEYLDF relate in any way to the National Law or Regulations. Do they?		

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Educational Leader weekly sheet

Date	Educational Leader activity	With whom?	Comments	Follow up
Monday 6.2.23	Exceeding reflection from Element 1.1.1 Developmental used John B. Watson's Learning Theory.	All staff at our training session	An educator promoted the reflection. She said it's amazing how much truthful detail a parent gives when they describe things to their child. This parent is a doctor.	Check and see if the educators have increased their descriptions and detail when talking and explaining things to children. See if they feel comfortable doing it.
Monday 6.2.23				
Tuesday 7.2.23				
Wednesday 8.2.23				
Thursday 9.2.23				
Friday 10.2.23				

General thoughts or ideas

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Exceeding the NQS



Embedded practice

Use the prompts below to ensure you are documenting your exceeding practice. I see many services that do great exceeding things but are not great at documenting them and when it comes to an A&R visit, they forget to discuss what they do. What is more difficult, is if you need to go to a first-tier review. It takes a lot of time and stress when you have to really look hard to gather what you need to prove that you are exceeding.

*Our educators' curriculum decisions support Element 1.1.2 and connect to the **service's philosophy**. Select two or three points below and write your example.*

The exceeding points	Our educators' curriculum decisions support Element 1.1.2 and connects to our Philosophy, for example:	Add your example below to show exceeding embedded practice
We promote inclusion/ participation/ belonging. (Provide an example.)	We focus on the importance of creating functional learning groups that promote inclusion, participation, and belonging. For example, children with additional needs are encouraged gently to join group time at their own pace. We discover their interest and make that a focus of the group and understand that it may take some time to feel a sense of belonging.	
We promote relationships and connections with families and community. (Provide an example.)	We promote relationships and connections with community that recognise our unique location within a business park, which in turn allows us to visit the business and learn from the people who work there. We are always surprised at what the children identify as an interest to follow, for example at the accountants, a child asked, 'how do you do meetings?' This in turn was extended by exploring what a meeting is, why they have them and how can we have meetings in our classroom.	
We recognise our unique service environment. (Provide an example.)	We recognise our unique service environment which has many natural spaces and mini outdoor rooms. Children discover and identify things from the natural environment which becomes their interest. In turn, this allows us many opportunities to extend learning. See the building of the frog hotels and frog pond started when a child found a tree frog in our yard.	

Week 2, 6 to 10 February 2023 – 1.1.2 Child-centred

The exceeding points	Our educators' curriculum decisions support Element 1.1.2 and connects to our Philosophy, for example:	Add your example below to show exceeding embedded practice
We promote high-quality learning outcomes. (Provide an example.)	We promote high-quality learning outcomes by continually discovering what the children are interested in and how to extend this interest. Currently we are exploring Bloom's Taxonomy and have created a process of implementing the six levels with the children's interest to create high order thinking and connections.	
We respect diversity. (Provide an example.)	We respect diversity and the learning that it can bring to our service. For example, our families have diverse backgrounds, and we work with them to bring in their learning and culture with the children. A recent example is the Māori culture and the hangi cooking method shared by families.	
We encourage continuous improvement. (Provide an example.)	We encourage continuous improvement and are always looking for ways to explore learning processes and teaching. Currently we are exploring Song Lines and the process of ritualised learning from Aboriginal language and culture. Previously we discovered David Kolb's learning theory.	
We value and encourage the children's ideas.	We value and encourage the children's ideas and upon reflection we are focusing on the ways child is showing us without words their enjoyment, interest and ideas for learning. This in turn has made us stop, and ask ourselves, are we jumping in too soon with an assumption of what children's ideas are, or are we allowing them time to explore and form their ideas.	

Week 2, 6 to 10 February 2023 – 1.1.2 Child-centred



Critical Reflection

Every child's circumstance is considered when making curriculum decisions. Examples include the following.

Our educators review information on enrolment forms.

- Our admin manager/NS passes relevant information to educators.
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- We promote and discuss EL input and support.
- We converse with families at pick-up/delivery and via email.
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Families



Community Links

Educators regularly engage with a child's family and community to develop a child-centred program. Examples include the following.

Detail an activity based on a child's strengths, ideas, culture, abilities, or interests, that uses information from their family or community.

We regularly engage with families to develop a child-centred program. Meet-and-greet nights at the start of the year build relationships between families and our educators. In turn, we get to know the families better to ensure we develop a child-centred program. We work with a team of allied health professionals for two of our children's development requirements.



Answers from last week - 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.	It's a learning framework listed as approved (by the Ministerial Council) on ACECQA's website, and includes MTOP.	
Mr Jack asks if there's a Reg that supports element 1.1.1. Is there?	Yes – in particular Reg 73(2) which says exactly the same thing as element 1.1.1.	
Miss Claire asks what happens if educators aren't implementing an approved learning framework properly. Please respond.	Penalties are outlined in Section 168 of the Law Offence relating to required programs. Penalties apply to the approved provider and nominated supervisor - \$4000 if they're an individual, and \$20,000 if they're not (eg approved provider is a company).	

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