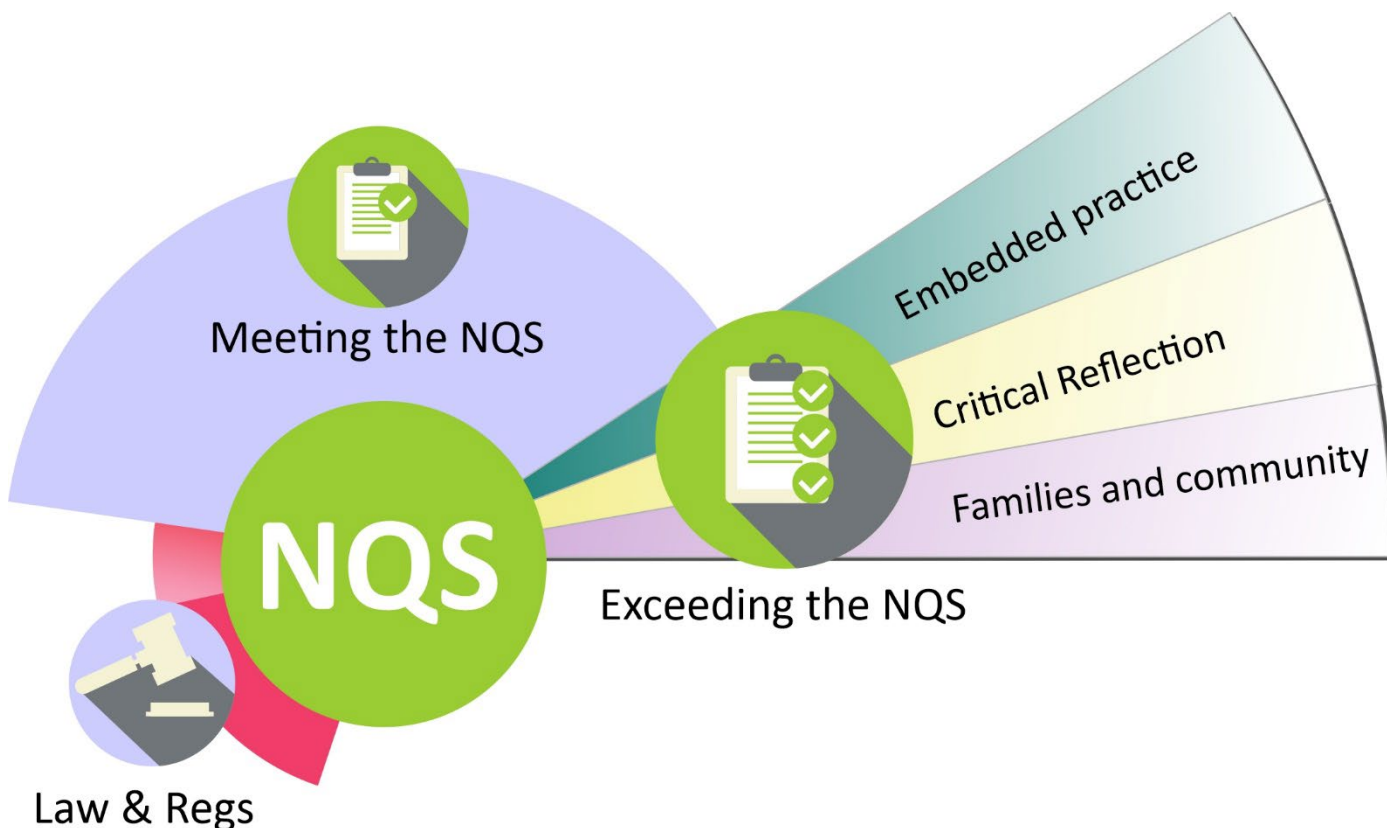


Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

**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.***



We have covered the Law and Regulations for this element in the previous weeks. They include:

**Section 168 Offence relating to required programs. (1)(b) and (2)(b)** The Approved Provider and

## Law & Regs

Nominated Supervisor ... must ensure that a program is delivered to all children ... in a manner that accords with the approved learning framework. Penalty: \$4,000, in the case of an individual. \$20,000 in any other case.

## Regulation 73 Educational Program

- (1) This Part applies in relation to the program ... that is required to be delivered under section 168 of the Law ...
- (2) An educational program is to contribute to the following outcomes for each child—
- the child will have a strong sense of identity;
  - the child will be connected with and contribute to his or her world;
  - the child will have a strong sense of wellbeing;
  - the child will be a confident and involved learner;
  - the child will be an effective communicator.

## Week 6, 6 to 10 March 2023 – 1.2.3 Child directed learning.

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**Evidence to show compliance** to the Law and Regs can be found in our curriculum and demonstrated through the use of the learning outcomes.

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** - Element 1.2.3 and understood educators must recognise children's capabilities, and support and encourage children to:

1. make choices which support their own wellbeing and that of others.
2. choose, plan for and help set up play experiences and activities.
3. develop skills in assessing risk.

**Educators encourage children to plan and set up activities they choose.**

**Educators ensure all children are given opportunities to lead activities.**

**Educators support children to manage their behaviours, and express their feelings and ideas, as they interact and collaborate with peers.**

**Educators support children to assess and manage the risk involved in an activity or experience. For example, when children:**

- are encouraged in risky play
- work with carpentry tools
- cook (burns/sharp knives)
- go on excursions (road safety, water hazards)
- are involved in activities with animals/pets
- need to understand their environment (hot surfaces, storms, plant allergens, child protection issues).

**Educators support children's attempts to gain new skills or knowledge. Examples include the following:**

- how to use IT

- how to research issues about interests and questions they have
- during numeracy/literacy/STEM activities
- during physical activity skills (kicking, throwing, jumping, team sports)
- how to use tools/resources properly – or in different ways
- when displaying visual art techniques such as dance and singing
- during cultural learning.

**Educators play a vital role in promoting cultural learning and understanding among their children.** For example, we organise activities that expose students to different cultures and traditions, this has seen many families come in share their culture, like Tia's mum sharing cooking, this in turn sees Tia lead the way with his friends reproducing the cooking techniques in their play.

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



## Exceeding the NQS

*All educators consistently promote children's agency. For example, they:*

- use and encourage children's ideas, and suggestions to plan the curriculum
- allow children to access resources without adult help
- are attuned to children's voices/ideas (not just when they ask for them)
- source relevant resources (such as from second-hand shops)
- implement open-ended activities (many loose parts, tasks requiring creativity and imagination)
- implement small-group activities (as well as large) to facilitate agency
- create flexible room/group routines

**Week 6, 6 to 10 March 2023 – 1.2.3 Child directed learning.**

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- offer choices for sleep/rest or quiet activities.

**Exceeding – Embedded Practice** Our educators promote children’s agency. We encourage children’s ideas, and regularly use portfolio suggestions to plan our curriculum. We encourage children to access resources without adult help. We implement open-ended activities with many loose parts requiring creativity and imagination. We have many small-group activities as well as large to facilitate agency. And we work with families to ensure children in the older ages have choices about sleep rest and quiet activities.

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



**Exceeding - Critically Reflecting -**

*Educators regularly make changes to practice to support children’s agency. For example, they:*

Critical Reflection

- *create flexible room/group routines and run sheets*
- *incorporate spontaneous planning*
- *change teaching strategies to support children’s learning*
- *organise more excursions/walking outings*
- *suggest not wearing shoes sometimes*
- *allow children to splash in puddles when it’s raining*
- *allow more messy play.*

**Exceeding – Critical reflections.** Our educators regularly make changes to practice to support children’s agency. For example, we have changed teaching strategies to support children's learning and added more excursions into the local community. Children’s choices guide the preferred destination, for example, the duck pond of the motorbike shop. In the play environment, we encourage children to make choices about wearing shoes or not. When it rains, we follow the children outside and splash in puddles. Everyone loves messy play.

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



Families



Community Links

*Educators actively seek out and use the voices, and views of children throughout the day. For example:*

- *seeking children’s voices at all times such as during lunch and afternoon activities – not just in the morning.*
- *recognising nearby environmental/geographical influences and physical features such as busy roads/river/farms*
- *connecting with community organisations/parent committees*
- *making the most of community influences such as local culture/everyday practices (farming, camping, sport, arts, apartment life with no backyards and therefore more focus on physical activity)*
- *connecting with community cultures such as Indigenous and refugees.*

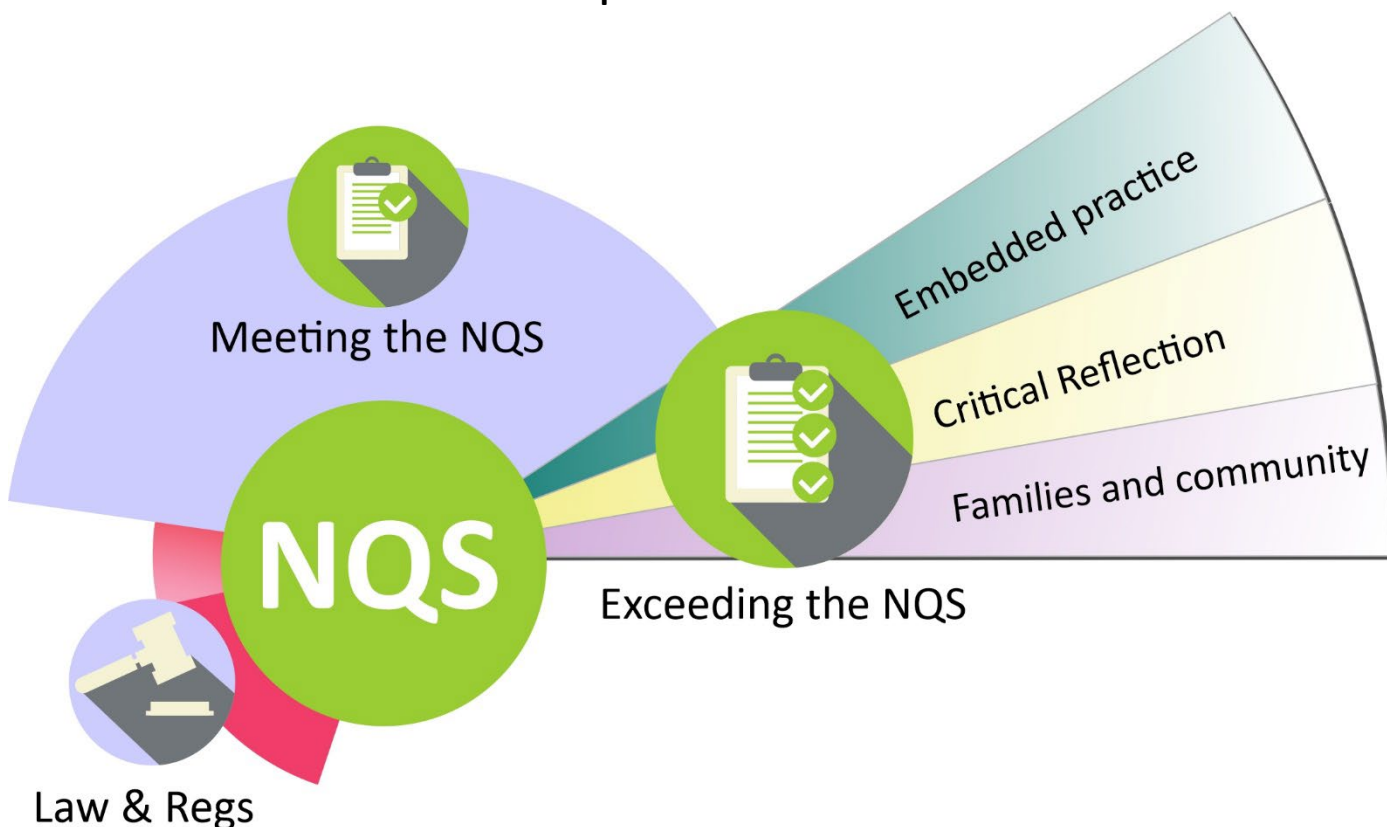
**Exceeding – families and community** Our educators actively seek out and use the voices, and views of children throughout the day. In the older rooms, we conduct morning meetings to outline the day’s plans. Children guide this process with their preferences. Our educators are mindful of subtle behaviour cues of young children to ensure we meet their needs. Babies are presented with a range of learning and we carefully observe to ascertain their interests, especially with birds and signs.

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

**Week 6, 6 to 10 March 2023 – 1.2.3 Child directed learning.**

Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

### 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.

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

- (1) Review the points from the Law and Regulations and make yourself familiar with them.
- (2) To help your educators learn watch this online video explaining intentional teaching. Click below.
 



Video Training

<https://vimeo.com/547824018/6d49c024b3>
- (3) 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.

- (4) 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.
- (5) Explore the exceeding themes with the examples in the educators section
- (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 6, 6 to 10 March 2023 – 1.2.3 Child directed learning.

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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 Christine asks how element 1.2.3 relates to the Regs? Does it?		
Mr Jose asks what happens if educators don't implement child directed learning. Please respond.		
Miss Belle says she's confused by the word 'agency.' Please explain what children's agency means.		

#### Week 6, 6 to 10 March 2023 – 1.2.3 Child directed learning.

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## Educational Leader weekly sheet

Date	Educational Leader activity	With whom?	Comments	Follow up
Monday 6.3.23	Conducted a 1-hour training session regarding interaction and behaviour strategies	All educators	It was great to get the experienced educators to share with the new educators what quality interactions looked and felt like.	Follow up with newer educators to model and see how their interactions have improved and demonstrate the behaviour practices.
Monday 6.3.23				
Tuesday 7.3.23				
Wednesday 8.3.23				
Thursday 9.3.23				
Friday 10.3.23				

General thoughts or ideas

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## 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 Chloe asked if there were any Regs covering Element 1.2.2 Responsive teaching and scaffolding. Are there?	Responsive teaching and scaffolding practices contribute to the five required learning outcomes listed in Reg 73 Educational program (same outcomes as those in EYLF/MTOP).	
Mr Jack asks what scaffolding learning means. Please explain.	The EYLF and MTOP define 'scaffold' as <i>"the educators' decisions and actions that build on children's existing knowledge and skills to enhance their learning."</i>	
Miss Sue asks if responsive teaching is the same as intentional teaching (element 1.2.1). Is it?	It can be – but intentional teaching may not always be in response to children's ideas or play eg educators may intentionally be teaching children about road safety, or child safety.	