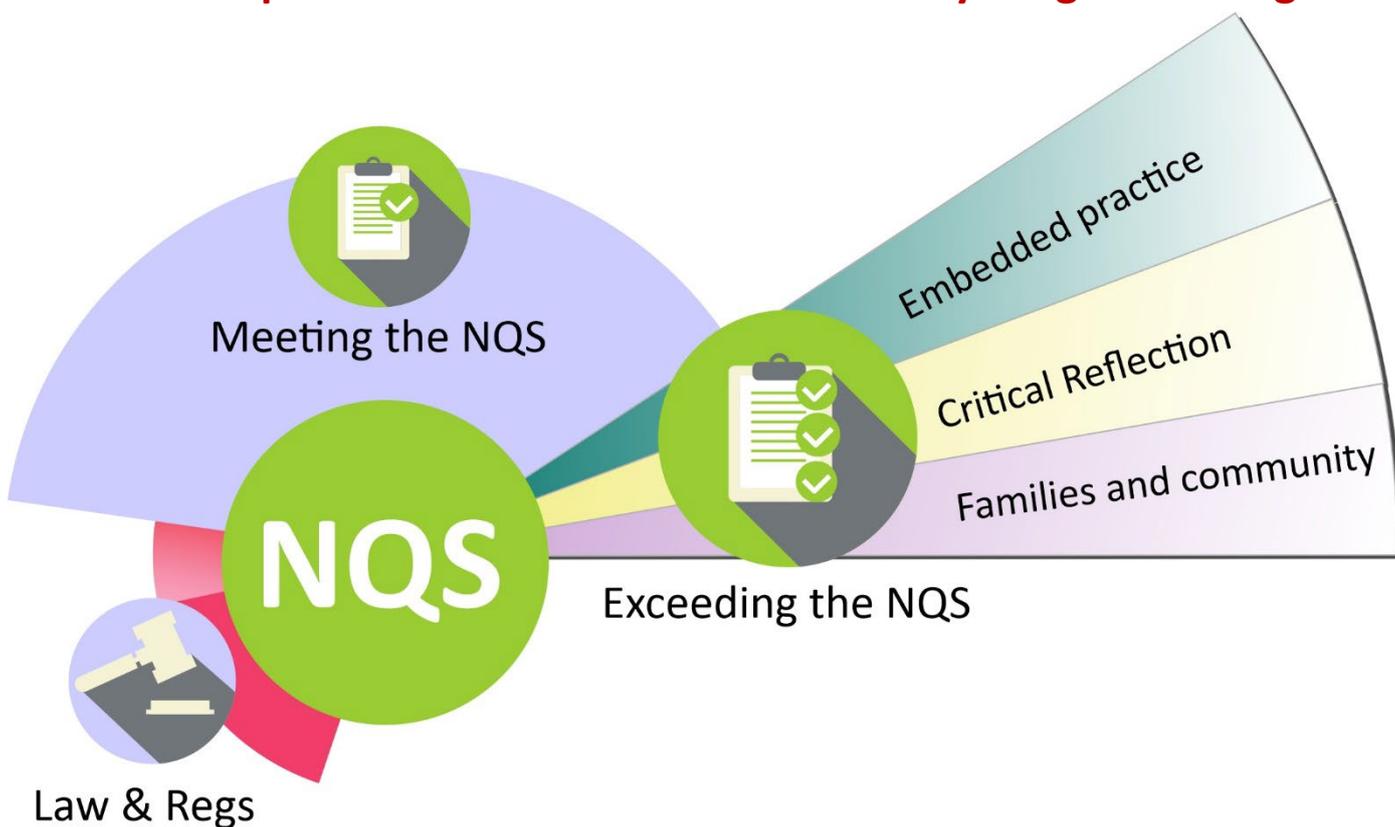


## Section 2. Experienced educators – ensure everything is meeting.



**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.



### Law & Regs

#### Law section 175 Offence relating to requirement to keep enrolment and other documents

(1) An approved provider ... must keep the prescribed documents

available for inspection by an authorised officer in accordance with this section.

Penalty: \$4000, in the case of an individual. \$20 000, in any other case.

(2) Documents referred to in subsection (1)—

(a) must, to the extent practicable, be kept at the education and care service premises if they relate to—

- (i) the operation of the service; or
- (ii) any staff member employed or engaged by the service; or

(iii) any child cared for, or educated at, those premises— in the previous 12 months; and

(b) in any other case, must be kept at a place, and in a manner, that they are readily accessible by an authorised officer.

**Note** prescribed documents are those in Regulation 177 'Prescribed enrolment and other documents to be kept by approved provider.'

**Evidence to show compliance** – We are compliant with the law section 175 by keeping all the prescribed documents available for inspection by an authorised officer. These documents are in the locked filing cupboard and the digital versions are password protected. This ensured that the approved provider meets the requirements to maintain proper enrolment and other documents to provide a safe and high-quality learning environment for the children.

### Week 12, 1 to 5 May 2023 – 6.1.3 Families are supported

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## Meeting the NQS

**Looking at the element in detail** - Element 6.1.3 educators should provide families with current information about:

- service operations
- community services and resources to support their parenting and family wellbeing.

### Assess your practice first.

Read the below description and evaluate it in relation to your practices.

**Meeting** - Educators play an important role in connecting families with relevant community organisations and supports. This has included a range of services, such as parenting support, financial assistance, and cultural support through groups or elders. Additionally, we have helped families connect with organisations that cater to the needs of refugee and migrant families. Medical professionals such as dentists, paediatricians, occupational therapists, physiotherapists, speech therapists, and audiologists are also important contacts that educators have suggested to families.

Miss Sam reached out to Sophia's parents and expressed her concern. She suggested that they consider connecting with a community contact Anna Rodriguez, a speech therapist who worked at a local clinic. Sophia's parents were open to the suggestion and scheduled a consultation. A plan was developed by Anna Rodriguez, and she provided exercises and activities that Sophia could do at home and also at the centre and added scheduled regular sessions with Sophia to work on her speech in a more structured way.

One of the key roles of educators is to ensure that families understand the information provided to them about service operations or local support services. To achieve this, educators use a variety of methods and strategies, such as using simple language with no acronyms to avoid confusion. They also use multiple media channels, such as Facebook groups, emails, newsletters, and information displays in foyers and

rooms, to ensure that families can access information in a way that suits them best. During drop-offs and pick-ups, educators take the opportunity to discuss the information with families and ask if they have any questions.

If you are doing similar practices to the example, use the below questions to help you write your 'meeting' description so you can add it to your QIP.

A <b>MEETING</b> QIP and Self-Assessment Tool (SAT)
<i>Please give an example of a time you discussed with a family a community contact with whom they could speak about a certain issue.</i>
<i>Please give an example of a time recently where you helped a parent access resources to support parenting or family wellbeing.</i>
<i>Please explain how you make sure families understand the information you give them about service operations or local support services.</i>

**If you and your educators need to learn how to do the above to achieve meeting, proceed to the next page.**

### Week 12, 1 to 5 May 2023 – 6.1.3 Families are supported

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