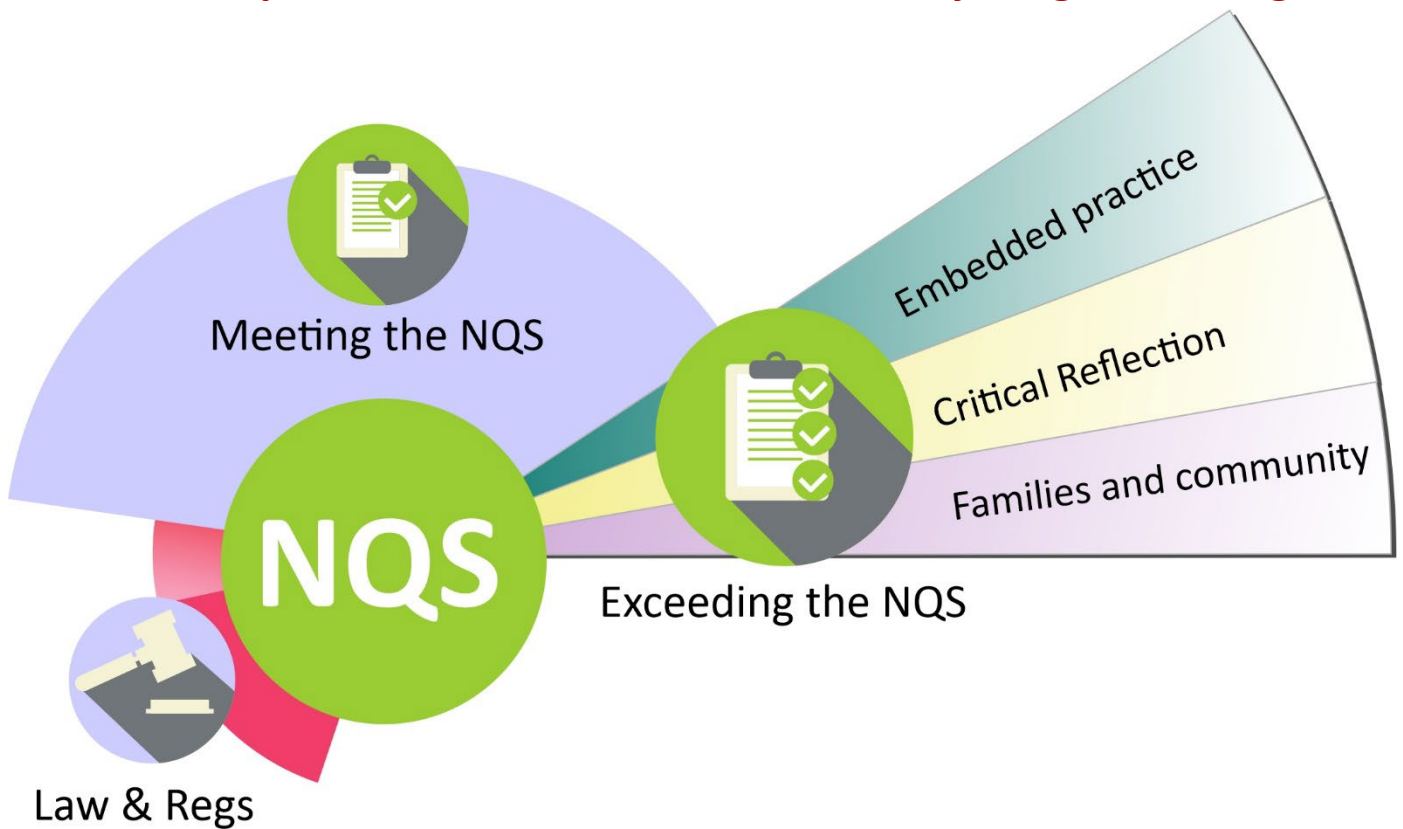


## Section 2. Experienced educators – ensure everything is meeting.



**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

**Re Law section 168 Offence relating to required programs**  
 (1) & (2) A program is **delivered to all children** ... that— (a) is based on an approved learning framework; (b) is delivered in a manner that accords with the EYLF (c) is based on the developmental needs, interests and experiences of each child; (d) is designed to take into account the individual differences of each child. Penalty: **\$4000** if a person, or **\$20 000** (company).

### Regulation 74 Documenting of child assessments or evaluations for delivery of educational program

- (1) The educational program, the following are documented—
- (a) for a child preschool age or under—
- (i) **assessments** of the child’s developmental needs, interests, experiences and participation in the educational program; and

- (ii) **assessments of the child’s progress** against the outcomes of the educational program; and
- (2) In preparing the documentation, (i) the period of time that the child is being educated and cared (ii) how the documentation will be used by the educators (b) prepare the documentation in a way that is understandable by the educators and the parents of the child.

**Evidence to show compliance** – The program delivery demonstrates all children receive a program that is based on an approved learning framework, tailored to their individual needs, interests, experiences, and developmental differences, and delivered accordingly. Additionally, evidence of child assessments and evaluations for preschool-aged children is provided, including assessments of their developmental needs, interests, experiences, participation, and progress against educational program outcomes. The documentation is easily understood by educators and parents.

### Week 11, 24 to 28 April 2023 – 6.1.2 Parents views are respected



## Meeting the NQS

**Looking at the element in detail** - Element 6.1.2 educators must:

- be aware of and respect each family’s expertise, and child-rearing practices
- be aware of and respect each family’s culture, values and beliefs
- include families in making decisions about their child’s learning and wellbeing– which helps tailor the program to their child’s strengths and needs.

### Assess your practice first.

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

**Meeting** - We engage in discussions and gather feedback about the child's interests, strengths, and specific requirements in areas such as physical activity, sleep, and social and emotional development. We then design activities that are tailored to the unique needs of each child. For instance, discussions around a child's physical activity needs and align it to the sports families play on the weekend. Similarly, feedback about sleep patterns can enable educators to plan activities that are appropriately paced, while discussions around social skills and emotions can help children learn how to interact with others.

Educators use a curriculum wall to showcase children's work and progress, and learning stories that highlight the child's learning journey. We use apps to share updates and photos of their child's day. Conversations at drop-off and pick-up times provide an opportunity for educators to update families on their child's progress and share any relevant information about their day.

Educators put aside personal beliefs and values to progress a child’s learning. This means setting aside preconceptions about what a child is capable of and providing them with opportunities to learn and grow, even if we initially think the activity is too hard or complicated. This is especially important when working with children who have additional needs, as they may require additional support and encouragement to achieve their full potential.

Similarly, we are always willing to facilitate activities that may be considered messy or challenging to clean up, as these experiences can provide valuable opportunities for exploration, experimentation, and learning.

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 MEETING QIP and Self-Assessment Tool (SAT)
<i>Give an example of a recent activity you implemented based on discussions/feedback with families about a child’s needs, interests, or strengths.</i>
<i>How do you share children’s achievements and your interactions with them during the day with families?</i>
<i>Can you describe a time where you needed to put aside your personal beliefs/values to progress a child’s learning or development?</i>

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

### Week 11, 24 to 28 April 2023 – 6.1.2 Parents views are respected