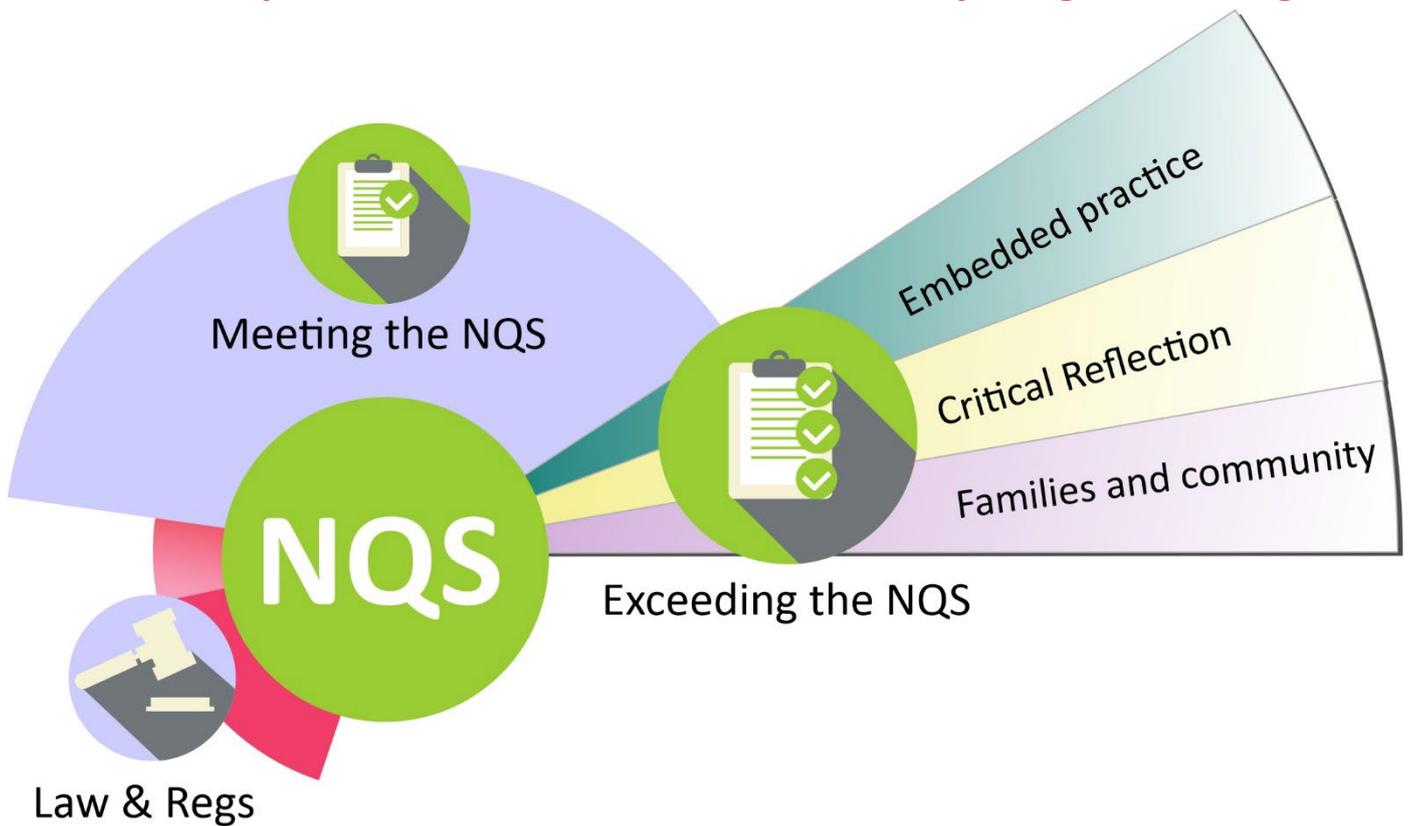


Section 2. Experienced educators – ensure everything is meeting.



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 166 Offence to use inappropriate discipline
(1) and (2) The **approved provider and nominated supervisor ...** must ensure that no child ... is subjected to—

- (a) any form of corporal punishment; or
- (b) any discipline that is unreasonable in the circumstances. Penalty: \$10 000, in the case of an individual. \$50 000 if provider is not an individual.
- (3) **A staff member of, or a volunteer at,** an education and care service must not subject any child ... to—
 - (a) any form of corporal punishment; or
 - (b) any discipline that is unreasonable in the circumstances. **Penalty: \$10,000.**

Regulation 155 Interactions with children

An approved provider must take reasonable steps to ensure that the education and care service provides education and care to children in a way that—

Week 13, 8 to 12 May 2023 – 5.1.1 Positive educator to child relationships

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(a) encourages the children to express themselves and their opinions; and (b) allows the children to undertake experiences that develop self-reliance and self-esteem; and (c) maintains at all times the dignity and rights of each child; and (d) gives each child positive guidance and encouragement toward acceptable behaviour; and (e) has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child being educated and cared for by the service.

Evidence to show compliance – policies and procedures are in place that reflect these requirements and we ensure that all educators, staff members and volunteers are trained to understand and implement them. Regular monitoring and review of practices ensure ongoing compliance.



Meeting the NQS

Looking at the element in detail - Element 5.1.1 and understood, educators must interact with children in ways that build children’s confidence and encourage them to participate.

Assess your practice first.

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

Meeting – Educators promote trusting relationships with children during routines and transitions involves being responsive to their needs and providing a safe and welcoming environment. For example, educators provide children with clear and consistent directions, using positive language and tone, and acknowledging their emotions and needs. When transitioning from free play to clean-up time, the educator gives a clear signal that it is time to start cleaning up, ask the children to help choose a clean-up song, and provide support and encouragement as needed. The educator also uses active listening and empathy to acknowledge children's feelings and respond appropriately.

Educator set up a learning environment that promote children's sense of security, confidence, and inclusion by creating a welcoming and inclusive space that reflects their interests, needs, and cultural backgrounds. This is achieved by providing a variety of materials and resources that cater to different learning styles and abilities, using inclusive language and materials, and fostering positive relationships and interactions between children.

Educators use non-verbal communication to engage with the child, such as getting down to their level, making eye contact, and using facial expressions and body language to show interest and enthusiasm. As the child continues to play and explore, the educator continues to engage with them in a sustained conversation, asking follow-up questions and offering suggestions and ideas to support their play.

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>Please give an example showing how you promote trusting relationships when interacting with children during routines and transitions</i>
<i>Please give an example showing the way you set up learning environments which support children to feel secure, confident and included.</i>
<i>Please give an example of a time recently where you interacted (verbally or non-verbally) with a child for a sustained period of time about their individual interests.</i>

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

Week 13, 8 to 12 May 2023 – 5.1.1 Positive educator to child relationships