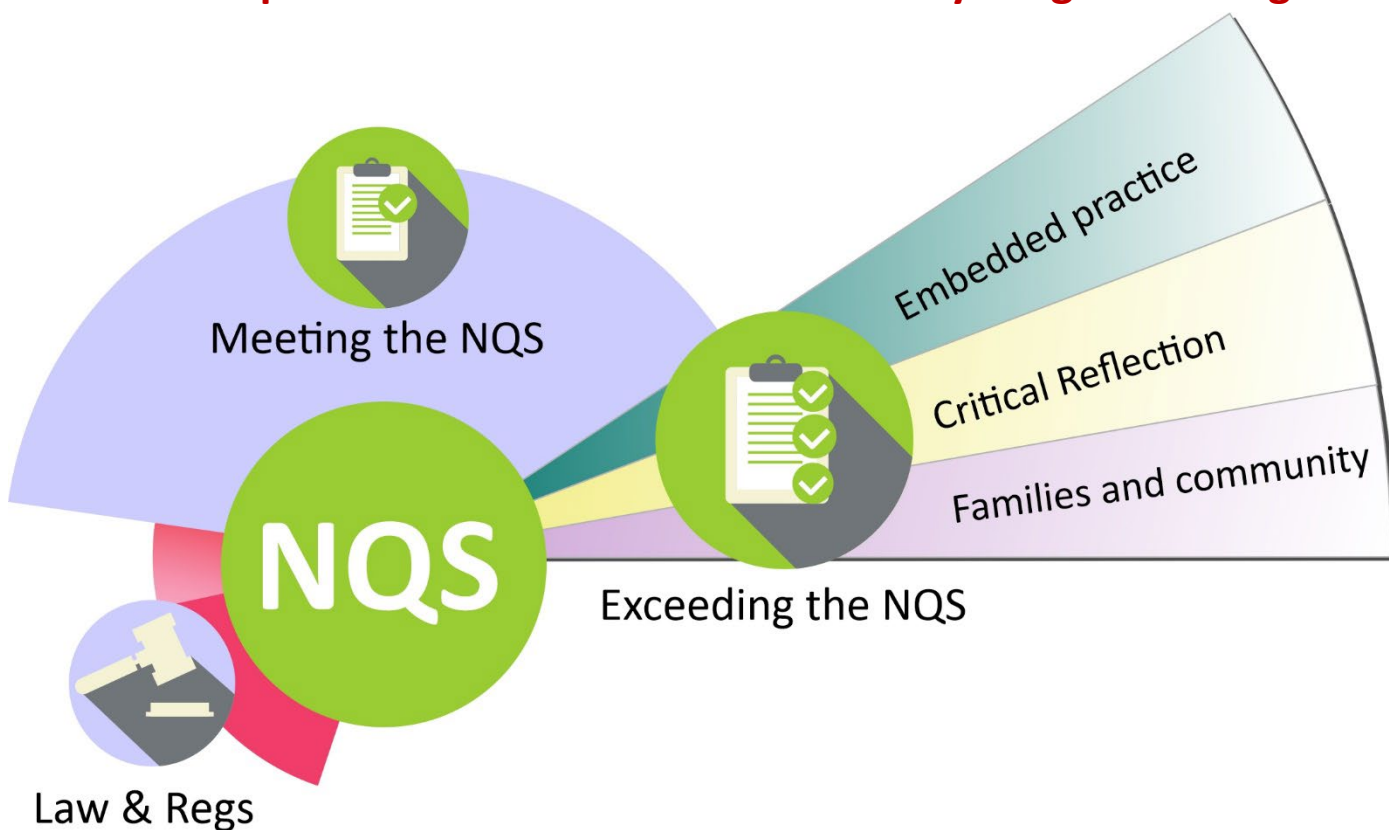


Section 2. Experienced educators – ensure everything is meeting.



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 14, 15 to 19 May 2023 – 5.1.2 Dignity and rights of the child

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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 5.1.2 and understood promoting each child’s dignity and rights is about:

- respecting and promoting each child’s identity and abilities regardless of their culture, gender, religion, views, family demographics etc
- encouraging each child to voice their opinions, and ideas, and acting on them in a meaningful way
- protecting each child by providing safe, positive and stress free physical and social environments.

Assess your practice first.

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

Meeting – Educators can be seen allowing children to choose their activities during free play time, and then supporting them to follow through with their choices and experience the consequences. For instance, if a child chooses to play with a puzzle but then struggles to complete it, the educator could offer guidance and support to help the child problem-solve and work through the challenge.

Educators’ programs show how they introduce children to diverse cultures and experiences through books, music, and other activities, and then discussing the importance of respecting and valuing differences. Educators encourage children to identify and challenge stereotypes and discrimination and provide guidance on how to respond to these situations in a respectful and positive way.

Educators observe children during play and identifying potential triggers for conflicts or disruptive behaviour. Educators then offer positive support and guidance to redirect behaviour and prevent conflicts from escalating. For instance, if two children are struggling to share a toy, the educator could offer suggestions for how to take turns or share the toy and reinforce positive behaviours such as cooperation and communication.

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 a recent example where you’ve supported children to make choices and experience the consequences of those choices.</i>
<i>Please give an example where you’ve modelled respect for diversity and encouraged children to identify and challenge discrimination.</i>
<i>Please give an example where you’ve pre-empted potential conflicts between children and managed disruptive behaviour through positive support and guidance.</i>

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

Week 14, 15 to 19 May 2023 – 5.1.2 Dignity and rights of the child