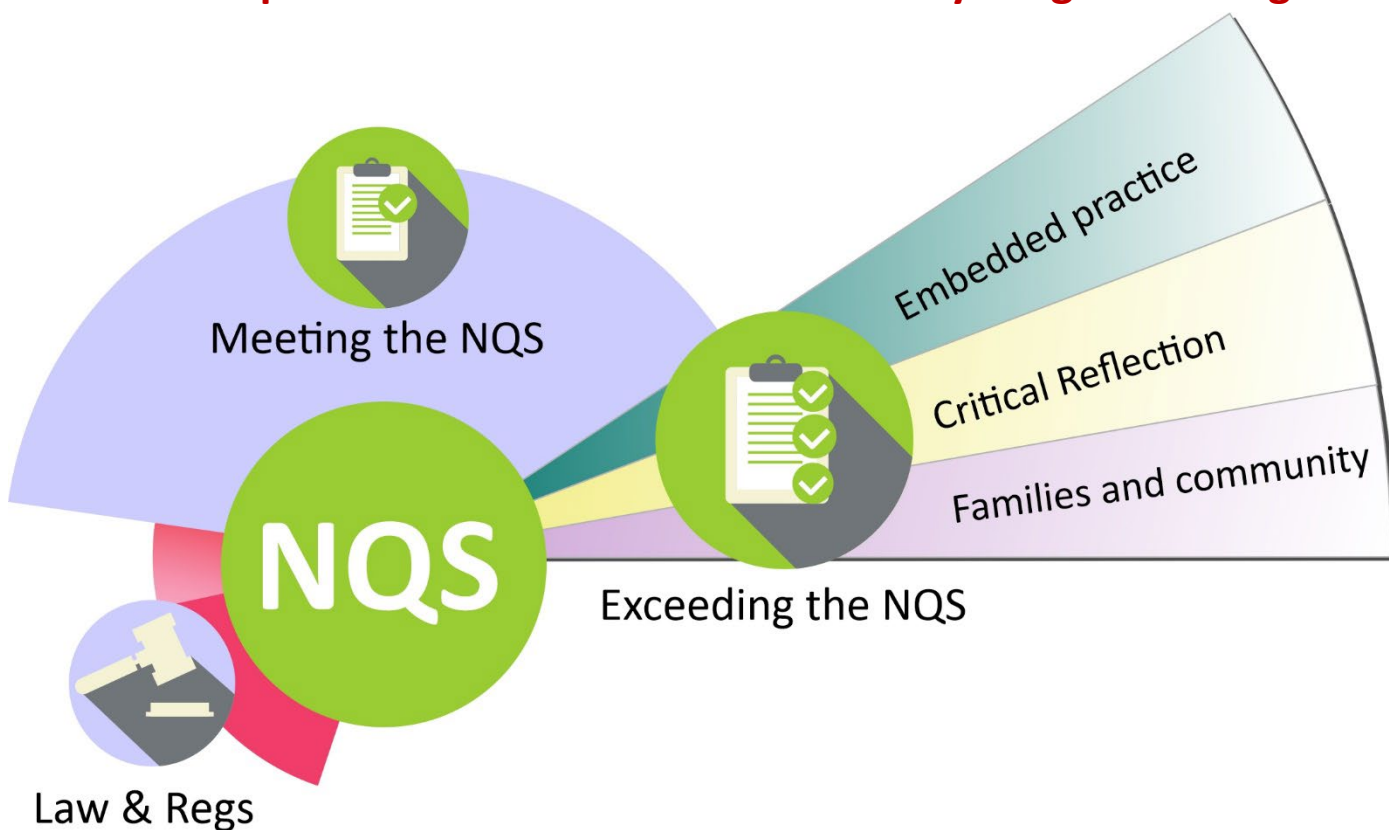


## Section 2. Experienced educators – ensure everything is meeting.



**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

#### 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— **(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.

**Regulation 156 Relationships in groups** (1) The approved provider ... must take reasonable steps to

ensure that the service provides children ... with opportunities to interact and develop respectful and positive relationships with each other and with staff members of, and volunteers at, the service.

(2) For the purposes of subregulation (1), the approved provider must have regard to the size and the composition of the groups in which children are being educated and cared for by the service.

**Evidence to show compliance** – policies and procedures are in place, and we create a safe and supportive environment where children freely express themselves and share opinions. We promote self-reliance and self-esteem through challenging activities and encourage responsibility. We prioritise each child's dignity, rights, and cultural background. We guide positive behaviour with clear expectations and positive reinforcement. We consider individual needs and tailor educational experiences accordingly.

#### Week 15, 22 to 26 May 2023 – 5.2.1 Collaborative learning

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## Meeting the NQS

**Looking at the element in detail** - Element 5.2.1 and understood educators need to:

- model cooperative behaviour and nurture respectful and reciprocal relationships
- provide time and space for children to collaborate, and encourage their active involvement.

### Assess your practice first.

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

**Meeting – Shared Play Experiences:** In a recent activity, we set up a dramatic play area inspired by a local market that was in the main street of our town on the weekend. Children from different backgrounds took turns playing different roles such as vendors, customers, and cashiers. They collaborated in negotiating prices, role-playing transactions, and organising the market display.

**Ongoing Project:** As part of an ongoing project on environmental conservation, children were divided into small groups. Each group had a specific research focus, such as recycling, energy conservation, or water preservation. They collaborated on gathering information, brainstorming solutions, and designing informative posters. During regular group discussions, children shared their findings, exchanged ideas, and made collective decisions on how to raise awareness about environmental issues.

**Supporting Diversity and Collaboration:** In a diverse classroom with children of varying abilities, we organised a sensory exploration activity using textured materials. Children were encouraged to work in pairs, with one child blindfolded and the other guiding them through a sensory experience. This activity supported collaboration between children with different abilities, allowing them to communicate, trust, and rely on each other. It promoted mutual respect, understanding, and empathy while highlighting the value of collaboration across diverse abilities.

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 of a recent activity where children shared play experiences, responded in positive ways to ideas and suggestions made by others, or participated in ongoing projects requiring shared research, problem solving and decision making.</i>
<i>Please give an example of a recent activity where you provided children with extended periods of time to direct their own learning in collaboration with others.</i>
<i>Please give an example where you supported children from diverse backgrounds and abilities to collaborate during play, projects, or experiences.</i>

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

### Week 15, 22 to 26 May 2023 – 5.2.1 Collaborative learning