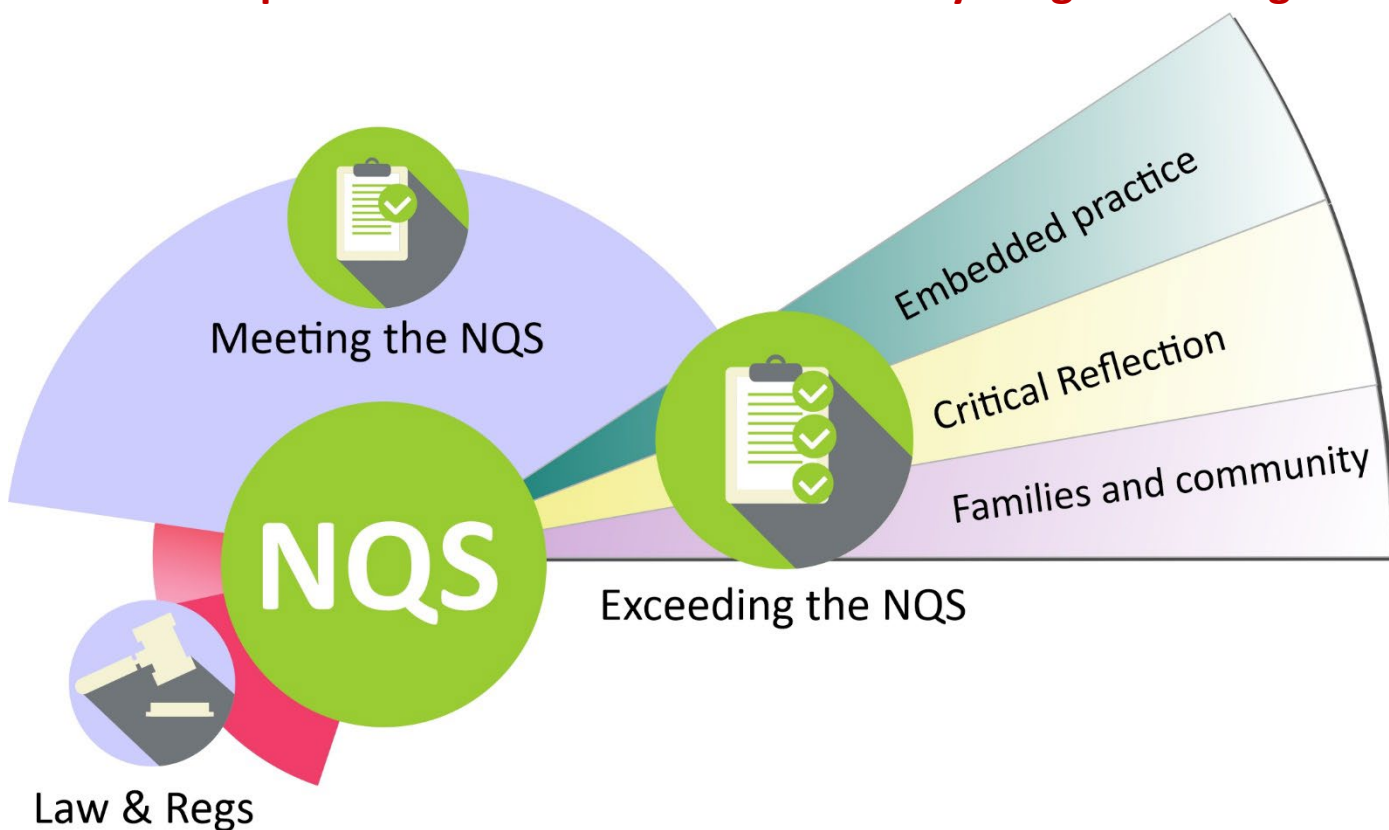


Section 2. Experienced educators – ensure everything is meeting.



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) & (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, in any other case. (3) A staff member of, or a volunteer ... 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—
(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.

Week 16, 29 May to 2 June 2023 – 5.2.2 Self Regulation

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Evidence to show compliance – We follow the laws and regulations regarding discipline and interactions with children. We do not use any form of corporal punishment or engage in unreasonable discipline, as outlined in Law section 166. Instead, we provide positive guidance and encouragement for acceptable behaviour, as required by Regulation 155. We also create opportunities for children to express themselves, develop self-reliance and self-esteem, and maintain respectful and positive relationships with their peers and staff members, in accordance with Regulation 156.



Meeting the NQS

Looking at the element in detail - Element 5.2.2 and understood educators must support each child to:

- control their behaviour in respectful and considerate ways
- communicate their needs in positive ways
- effectively manage conflicts.

Assess your practice first.

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

Meeting – Discussing emotions: When teaching emotions and empathy, I discussed with children the importance of inclusion and how exclusion can make others feel. We talked about different emotions and shared personal experiences related to inclusion and exclusion. We brainstormed ways to make others feel welcome and included, such as inviting them to join activities and being kind and supportive.

Discussing behaviour: During a one-on-one conversation with a child, I addressed their behaviour and its impact on others. We talked about the reasons behind classroom rules and the consequences of disruptive actions. Together, we developed strategies to support their behaviour, including alternatives to disruptive actions and taking breaks to refocus.

Modelling respectful behaviour: As an educator, I modelled respectful behaviour by actively listening to children, using inclusive language, and providing positive reinforcement for kind actions. I intervened in conflicts to facilitate respectful discussions and encouraged empathy and understanding among the children. Through consistent modelling, the children

learned how to treat others with kindness, empathy, and respect.

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 an activity where you discussed emotions, feelings, inclusion and exclusion, fair and unfair behaviour, or bias and prejudice with children.</i>
<i>Please give an example of a discussion you've had with a child about their behaviour, its effect on others, service rules and the reasons for them, and the strategies you implemented to support the child's behaviour.</i>
<i>Please give an example of the way you model respectful behaviour, language, and interactions with others.</i>

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

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