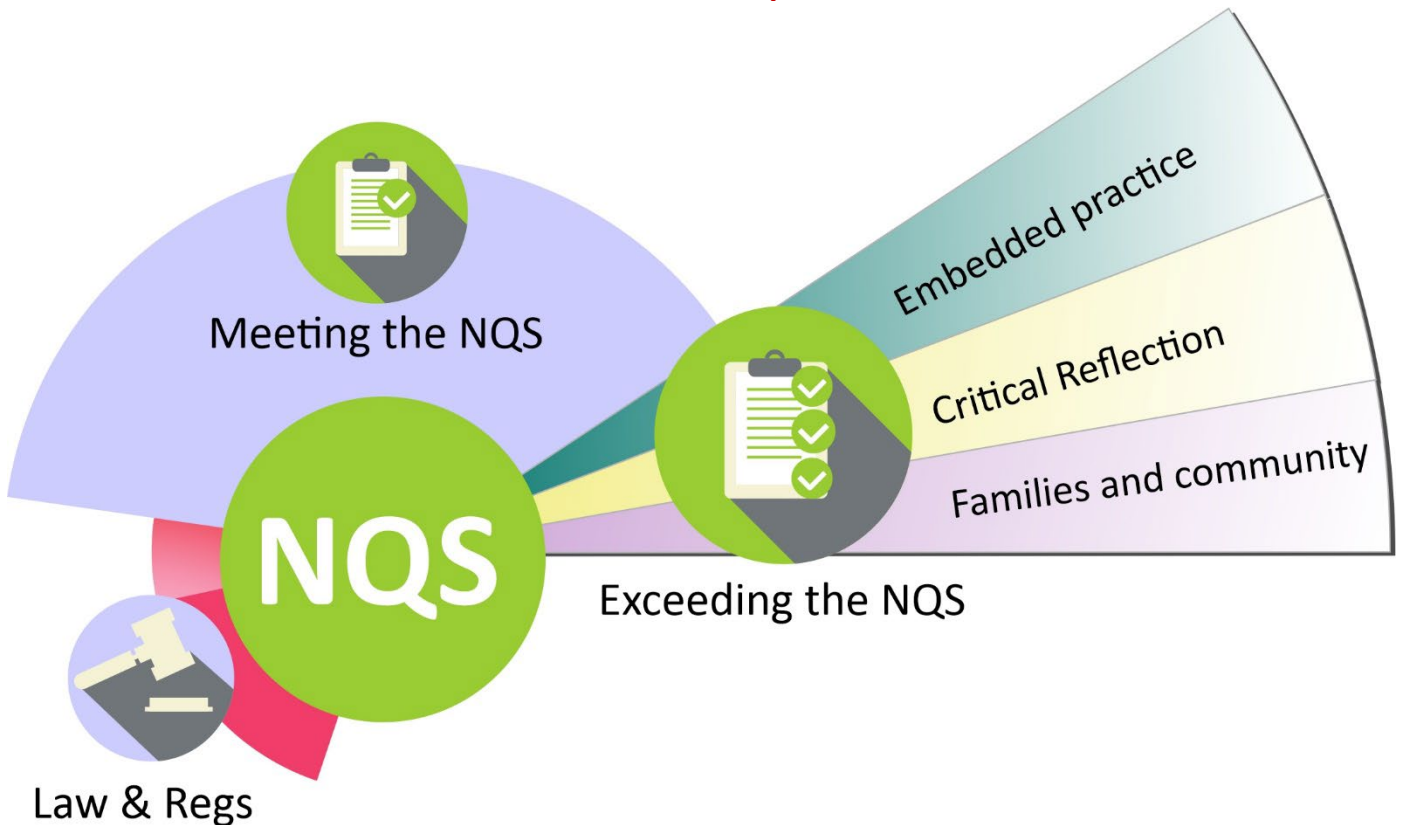


Children are supported to collaborate, learn from and help each other.

Section 9 - Educational Leader and Nominated Supervisor



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.

There are **5 things** that you need to do with your service and educators.

- (1) Review the points from the Law and make yourself familiar with them. Conduct the compliance test with your educators to check their knowledge.
- (2) Add to your folder the daily planner so you can document and show the assessor how you are working with educators. Use documents provided in this section.
- (3) Guide your educators to ensure they are at the meeting level, use the examples in the educators' section and the checklist to help you know exactly what is required.
- (4) Explore the exceeding themes with the examples in the educators' section and your section for critical reflection and families and communities.
- (5) Work with your Nominated Supervisor and edit the QIP (SAT for NSW) template provided by Centre Support to ensure it is reflecting your service's practices.

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

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Compliance test for educators

Instructions: Nominated Supervisor is to conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Miss Jane asks what Regs apply to collaborative learning. Please respond.		
Mr Ben asks how they know what appropriate group sizes are? Please respond.		
Miss Jackie asks if Reg 155 is relevant. Is it?		

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

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Educational Leader weekly sheet

Date	Educational Leader activity	With whom?	Comments	Follow up
Monday 22.5.23	Demonstrated teamwork and cooperation with children.	Educators and children	Discuss strategies for further enhancing collaboration among children.	Monitor and assess the continued implementation of collaborative practices.
Monday 22.5.23				
Tuesday 23.5.23				
Wednesday 24.5.23				
Thursday 25.5.23				
Friday 26.5.23				

General thoughts or ideas

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

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Compliance test for educators ANSWERS for this week.

Instructions: Nominated Supervisor is to conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Miss Jane asks what Regs apply to collaborative learning. Please respond.	Reg 156 'Relationships in groups' is relevant because it requires educators to consider the group sizes and compositions that help children engage in positive interactions with other children.	
Mr Ben asks how they know what appropriate group sizes are? Please respond.	<p>The NQF Guide says (p 461) the following should be considered to ensure group sizes achieve positive outcomes for each child:</p> <ul style="list-style-type: none"> • the physical environment • service philosophy • developmental needs of the children • educators' qualifications and experience • the operational requirements of the service. <p><i>"Group size affects factors such as noise level, the amount of stimulation and level of engagement.</i></p> <p><i>Smaller groups enable children to form caring relationships with one another, engage in meaningful shared experiences and discovery through play. Larger groups can help foster a sense of community and assist in developing strong teamwork and social skills. It is important for educators to consider the context of the group to ensure its size will benefit the experience of each child."</i></p>	
Miss Jackie asks if Reg 155 is relevant. Is it?	Yes, because the 5 things it mentions, including considering the family and cultural values, age, and physical and intellectual development and abilities of each child, contribute to effectively implementing collaborative learning element 5.2.1.	

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

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