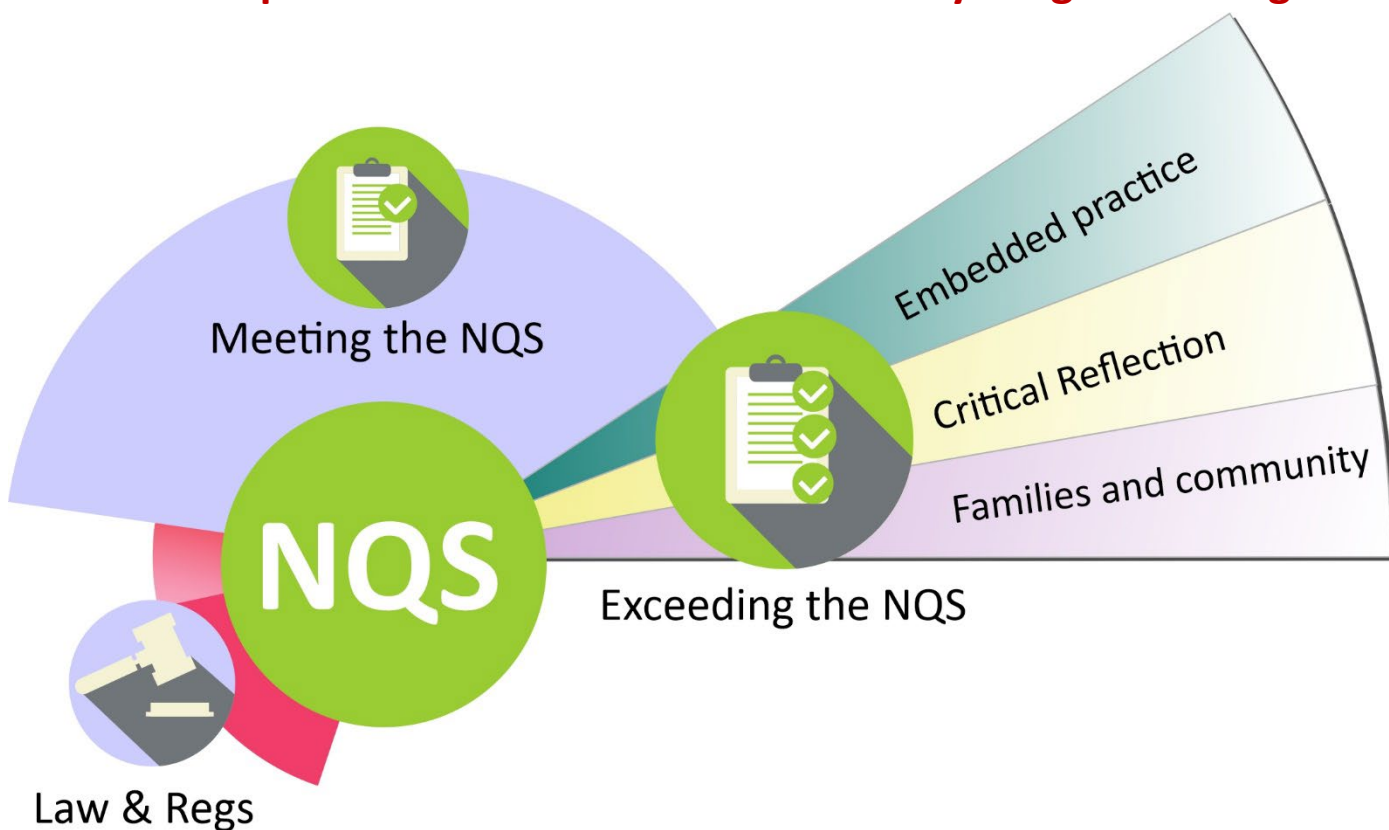


## Section 2. Experienced educators – ensure everything is meeting.



**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.



**Regulation 110 Ventilation and natural light.** The approved provider ....must ensure that the indoor spaces used by children ...  
 ...**(a)** are well ventilated; and

**Law & Regs** **(b)** have adequate natural light; and **(c)** are maintained at a temperature that ensures the safety and wellbeing of children. **Penalty: \$2000.** Note. A compliance direction may be issued for failure to comply with this regulation.

**Regulation 113 Outdoor space – natural environment.** The approved provider...must ensure that the outdoor spaces... allow children to explore and experience the natural environment eg The use of natural features such as trees, sand and natural vegetation. Note. A compliance direction may be issued for failure to comply with this regulation.

**Regulation 114 Outdoor space – shade** The Approved Provider...must ensure that outdoor spaces...include

adequate shaded areas to protect children from overexposure to ultraviolet radiation from the sun. **Penalty: \$1000.** Note. A compliance direction may be issued for failure to comply with this regulation.

### Evidence to show compliance

We ensure indoor spaces are well ventilated, have adequate natural light, and are maintained at a safe temperature. We provide outdoor spaces that allow children to explore the natural environment, including natural features like trees and sand. We include sufficient shaded areas in outdoor spaces to protect children from excessive sun exposure. Keep documentation, such as photographs, records, and policies, to show evidence of meeting these requirements.



## Meeting the NQS

**Looking at the element in detail** - Element 3.2.3 includes:

- teaching children about their responsibility to respect and care for the natural environment in a sustainable way and
- implementing sustainable practices at the Service.

### Assess your practice first.

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

**Meeting – Children learn about the impact of human activity on the environment:** "During a nature walk, we observed litter and plastic pollution in a nearby park. We discussed how human activities like littering can harm the environment and impact the well-being of animals and plants. To raise awareness, we organised a cleanup activity where children actively participated in collecting litter and discussed the importance of keeping our environment clean."

**Using spaces to promote life skills:** "We have a designated garden area where children actively participate in growing their own vegetables. They learn about the importance of sustainable food production, composting, and reducing food waste. Through hands-on experiences, they learn to plant seeds, nurture the plants, and eventually harvest the vegetables. This activity promotes life skills such as gardening, understanding the food cycle, and developing a sense of responsibility towards the environment."

**Children learn about interdependence between living things and the environment:** "As part of our science lesson, we created a mini-ecosystem in a terrarium. Children carefully selected different plants and added small animals like snails or insects to observe their interactions. Through this experience, they learned about the interdependence between plants, animals, and their environment. They discovered how plants provide oxygen, animals help with pollination, and how the environment provides food and shelter for living things. This activity fostered

their understanding of the delicate balance and importance of each element in an ecosystem."

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 or experience where children learnt about the impact of human activity on the environment and the effect this has on other living things.</i>
<i>Please give an example of the way you use spaces to promote life skills, for example, growing food and recycling.</i>
<i>Please give an example of an activity/experience where children learnt how living things depend on each other and the environment.</i>

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