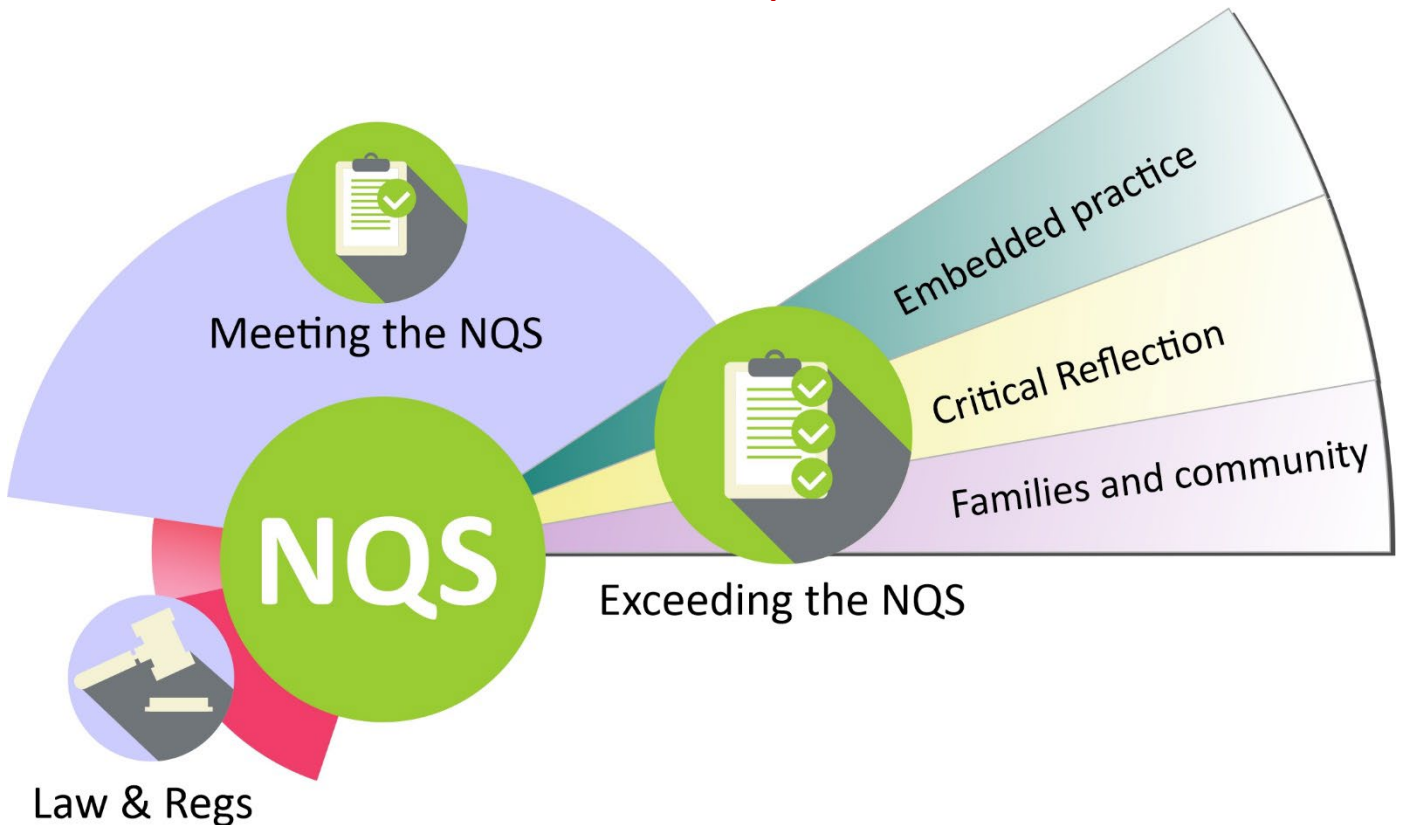


The service cares for the environment and supports children to become environmentally responsible.

### 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 **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.



### 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 Michaela asks where all the rules about sun safety, hats, sun safe clothing in the outdoor environment come from. Are they in the Regs? Please respond.		
Mr Zeke asks how many natural features a Service should have. Is there a number?		
Miss Olive asks what the best temperature is for the A/C? What do you think?		

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### Educational Leader weekly sheet

Date	Educational Leader activity	With whom?	Comments	Follow up
Monday 24.7.23	Lead discussions about of taking care of the environment	Educators	The nature walk was a great opportunity for children to connect with nature.	Share information, resources, and ideas with families to encourage their involvement.
Monday 24.7.23				
Tuesday 25.7.23				
Wednesday 26.7.23				
Thursday 27.7.23				
Friday 28.7.23				

General thoughts or ideas



### 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 Michaela asks where all the rules about sun safety, hats, sun safe clothing in the outdoor environment come from. Are they in the Regs? Please respond.	There are no specific Regs about hats, sun safe clothing etc, although there is a Reg about providing adequate shaded spaces to protect children from UV radiation (Reg 114 'Outdoor space – shade') However, section 167 of the Law requires centres keep children safe from harm and hazards – and UV radiation is one of these – so services must have policies based on recommended sun safety practices from experts like Cancer Councils.	
Mr Zeke asks how many natural features a Service should have. Is there a number?	No. reg 113 'Outdoor space – natural environment' says children must be able to explore the natural environment. The more quality natural features, the better (eg dry river beds, native gardens, native bee hives, chickens, mud patches, fire pits, trees, sand.	
Miss Olive asks what the best temperature is for the A/C? What do you think?	There is no right or wrong answer. Reg 110 says the temperature must ensure the safety and wellbeing of children. In line with element 3.2.3, educators should also consider the environmental impact of setting high or low temperatures eg on energy and resource usage, and alternative options eg opening/closing windows – and discuss these with children.	