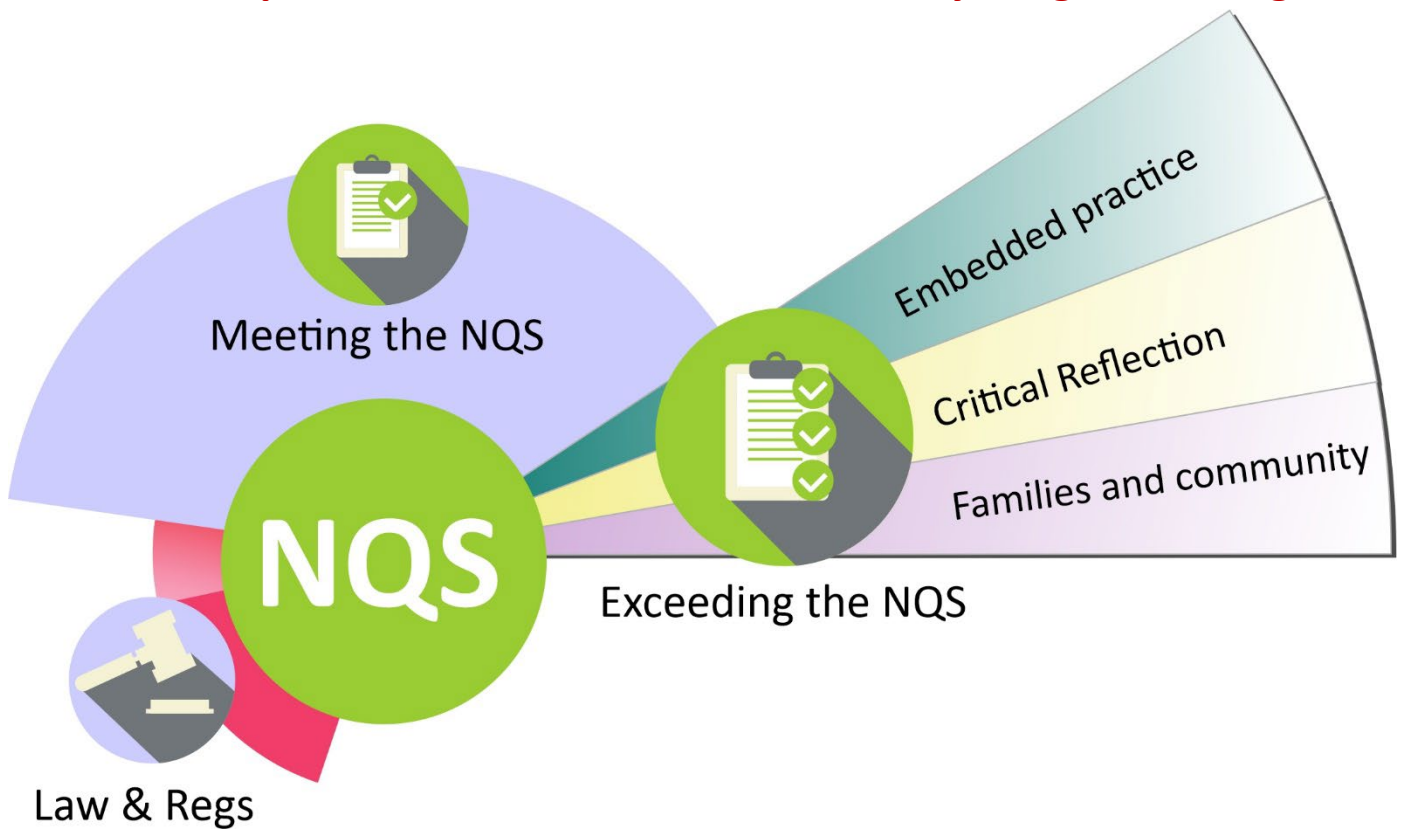


Section 2. Experienced educators – ensure everything is meeting.



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 section 5(1) Definitions

National Quality Standard means the National Quality Standard prescribed by the national regulations

Law & Regs Regulation 8 National Quality

Standard For the purposes of the definition of National Quality Standard in section 5(1) of the Law, the prescribed National Quality Standard is set out in Schedule 1.



Meeting the NQS

Looking at the element in detail - A service reviewed what the NQF Guide said about element 4.2.1 and understood professional collaboration involves:

- co-operatively working towards common goals
- open communication, information sharing, joint planning and problem solving
- respecting and using diverse viewpoints, skills, experiences and backgrounds.

Assess your practice first.

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

Meeting – Educational Leader Supporting Improvement through Research Implementation

Situation: The educational team is interested in implementing mindfulness techniques to enhance children's emotional regulation skills. The educational leader recognizes the potential benefits of this practice and supports the team's effort to integrate it into their curriculum.

Week 29, 11 to 15 September 2023 – 4.2.1 Professional Collaboration

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Supportive Action: The educational leader organises a workshop with a guest speaker who specializes in child mindfulness. The speaker shares the latest research and best practices in implementing mindfulness techniques. The team learns about age-appropriate mindfulness activities and strategies.

Outcome: With the educational leader's support, the team successfully integrates mindfulness activities into daily routines. Children engage in calming exercises, and educators observe improved emotional self-regulation among the children. This initiative shows how the educational leader's support in implementing recognized research contributes to enhancing the quality of practice.

Example 2: Encouraging and Respecting Different Points of View

Situation: The team is planning a new outdoor play area. Some team members suggest creating a traditional playground, while others propose a natural play space with more open-ended materials.

Encouraging Action: The team holds a brainstorming session where each member expresses their vision for the play area. The team leader ensures that all perspectives are heard and respected. They discuss the advantages of both options and seek common ground.

Outcome: By valuing different viewpoints, the team decides to blend elements of both traditional and natural play areas. The compromise results in a diverse and engaging play space that caters to various children's preferences and developmental needs. This example highlights how respecting diverse viewpoints leads to creative solutions.

Example 3: Sharing Information and Reflecting on Meeting Children's Needs

Situation: An educator notices that a child is showing signs of anxiety during transitions. They share their observations with the team during a staff meeting.

Collaborative Action: The team gathers to discuss the child's needs. They share insights from their own experiences and training. They consider strategies to support the child during transitions, such as providing additional verbal cues and introducing a transitional object.

Outcome: By openly discussing the child's needs and sharing insights, the team devises a personalised plan to support the child's transition challenges. Regular updates are shared among educators, and they notice

a gradual improvement in the child's comfort during transitions. This example demonstrates how collaborative information sharing leads to tailored support for individual children.

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)

Please give an example showing the educational leader supporting you or your team to improve practice, for example, implementing current recognised research or theories.

Please give an example showing how your team encourages and respects different points of view.

Please give an example of educators in your team sharing information and reflecting on how best to meet the needs of individual children and families.

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

Week 29, 11 to 15 September 2023 – 4.2.1 Professional Collaboration