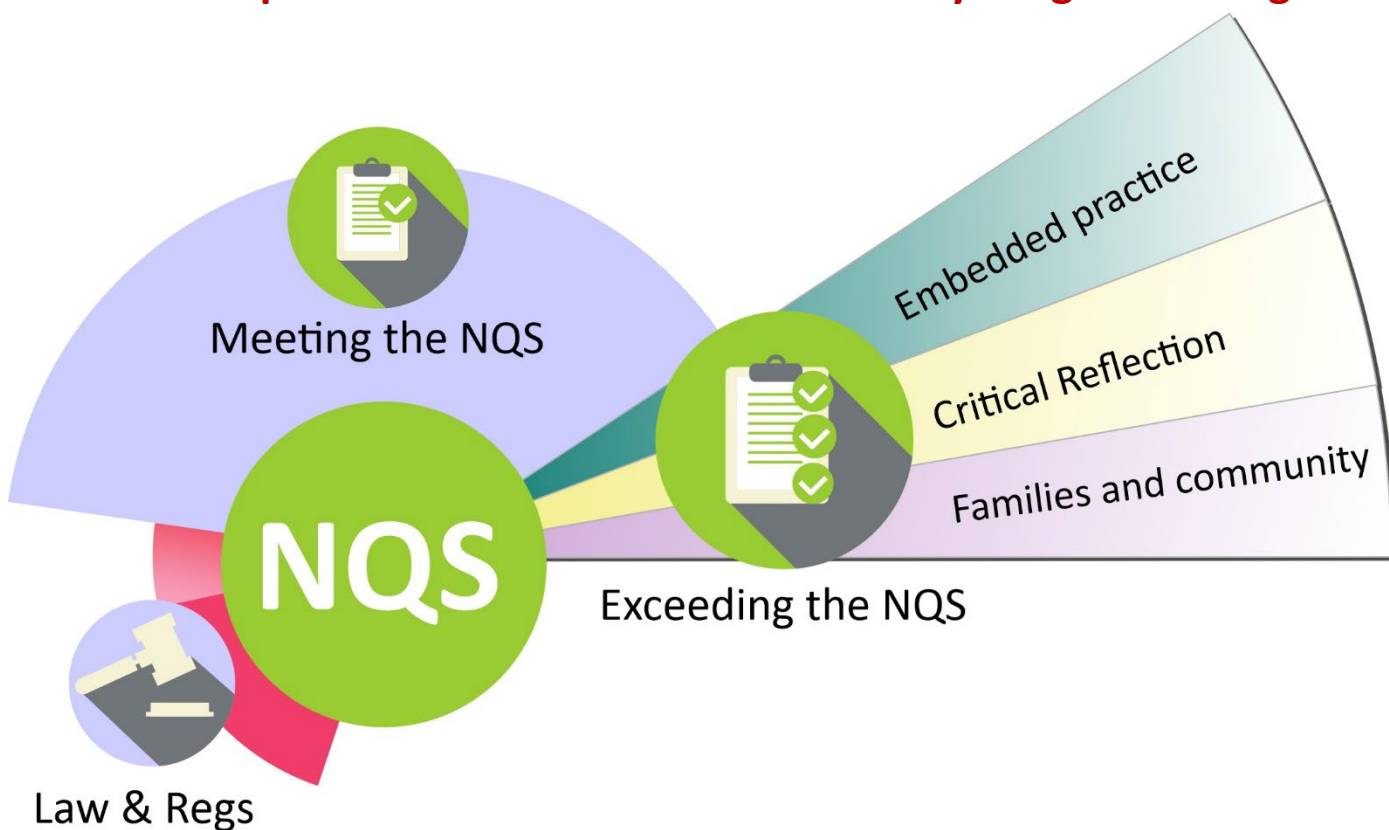


Section 2. Experienced educators – ensure everything is meeting.



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 175 Offence relating to requirement to keep enrolment and other documents

(1) An approved provider...must keep the prescribed documents available for inspection by an authorised officer in accordance

with this section. Penalty: \$4000, in the case of an individual. \$20 000, in any other case. (2) Documents referred to in subsection (1)— (a) **must, to the extent practicable, be kept at the ... service premises if they relate to— (i) the operation of the service or (ii) any staff member ... or (iii) any child cared for, or educated at, those premises— in the previous 12 months;** and (b) in any other case, must be kept at a place, and in a manner, that they are readily accessible by an authorised officer.

Regulation 177 Prescribed enrolment and other documents to be kept by approved provider (as it relates to Element 6.2.1 only)

(1) For the purposes of section 175(1) of the Law, the following documents are prescribed...—(a) the documentation of child assessments or evaluations for delivery of the educational program as set out in regulation 74; (k) a children’s attendance record as set out in regulation 158 (l) child enrolment records as set out in regulation 160 (2) The approved provider...must take reasonable steps to ensure the documents referred to in subregulation (1) are accurate. Penalty: \$2000. (3) Subject to Subdivision 4, the approved provider...must ensure that— (a) subject to subregulation (4), the documents referred to in subregulation (1) ...are made available to a parent of the child on request Penalty: \$2000. (4) If a parent’s access to information of the kind in the documents referred to in subregulation (1) is limited by an order of a court, the approved provider must refer to the court order in relation to the release of information concerning the child to that parent.

Week 31, 9 to 13 October 2023 – 6.2.1 Transitions

Copyright Centre Support Pty Ltd 2023 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it.



Meeting the NQS

Looking at the element in detail - A service reviewed what the NQF Guide said about element 6.2.1 and understood it includes working with families, other educators, and other professionals when required, to help children feel safe secure and supported as they move between different spaces and settings including between:

- home to Service
- different Services
- different rooms/groups
- Service to school
- routines and experiences.

Assess your practice first.

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

Meeting – Please discuss the communication processes between the service, educators and families that ensure all educators know when a child is sick or will not be attending for other reasons.

At our service, we've streamlined communication to keep educators informed about child absences. Parents use calls, emails, and a digital attendance system to notify us. During our daily briefing, we review attendance and discuss absences. We maintain a communication log for parental messages. We promote open communication with parents.

Please give an example showing how you or your team incorporate road safety into the program.

For road safety, we prioritize educating children through the "Traffic Light Game." In our outdoor area, we use a mini-traffic light. Red means stop, green for safe crossing, and yellow for caution. It's an engaging way to blend learning with fun.

Please discuss how educators on different shifts communicate about children's experiences earlier in the day or information shared by families.

To ensure cross-shift communication, we maintain a shared journal for vital child and family info. Shift handovers involve in-depth discussions, and regular meetings enable information sharing. Digital tools aid efficient updates, and we encourage family communication with any on-duty educator.

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 discuss the communication processes between the service, educators and families that ensure all educators know when a child is sick or will not be attending for other reasons.</i>
<i>Please give an example showing how you or your team incorporate road safety into the program.</i>
<i>Please discuss how educators on different shifts communicate about children's experiences earlier in the day or information shared by families.</i>

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

Week 31, 9 to 13 October 2023 – 6.2.1 Transitions

Copyright Centre Support Pty Ltd 2023 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it.