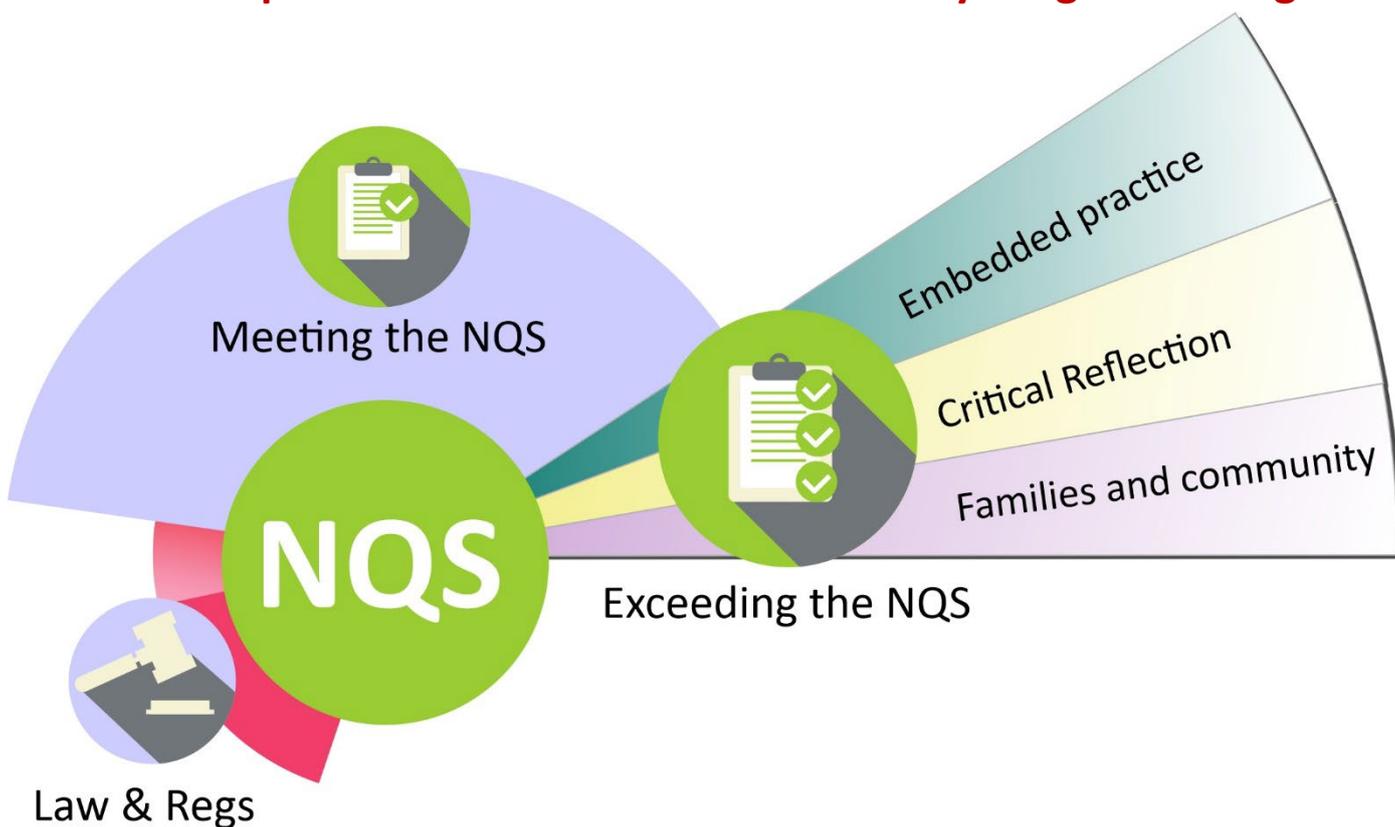


## Section 2. Experienced educators – ensure everything is meeting.



**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 & Regs

**Law section 3(3) Objectives and guiding principles.** The guiding principles of the national quality framework are as follows (a) that the rights and best interests of the child are paramount; (b) that children are successful,

competent and capable learners; (c) that the principles of equity, inclusion and diversity underlie this Law; (d) that Australia's Aboriginal and Torres Strait Islander cultures are valued; (e) that the role of parents and families is respected and supported; (f) that best practice is expected in the provision of education and care services.

**73 Educational program.** (1) This Part applies in relation to ... the *educational program* that is required to be delivered under section 168 of the Law ....(2) An educational program is to contribute to the following outcomes for each child—(a) the child will have a strong sense of identity;(b) the child will be

connected with and contribute to his or her world; (c) the child will have a strong sense of wellbeing; (d) the child will be a confident and involved learner; (e) the child will be an effective communicator.

**155 Interactions with children.** An approved provider must take reasonable steps to ensure that the ... service provides education and care to children in a way that—(a) encourages the children to express themselves and their opinions; and (b) allows the children to undertake experiences that develop self-reliance and self-esteem; and (c) maintains at all times the dignity and rights of each child; and (d) gives each child positive guidance and encouragement toward acceptable behaviour; and (e) has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child being educated and cared for by the service.

### Week 32, 16 to 20 October 2023 – 6.2.2 Access and Participation

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## Meeting the NQS

**Looking at the element in detail** - A service reviewed what the NQF Guide said about element **6.2.2**. They identified the key requirements to be:

- Knowing and understanding each child's strengths, needs, and circumstances, including family situation, home language, and culture.
- Working with families to eliminate barriers to children's participation.
- Being aware of personal beliefs and values that might affect a child's access and participation.

### Assess your practice first.

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

#### **Meeting – Adapting the Environment for Inclusion:**

In our room, we have a child with limited mobility. To facilitate their inclusion and participation, we worked with an occupational therapist. Based on their recommendations, we lowered tables, added sensory-friendly materials at reachable heights, and created wheelchair-accessible play spaces. These adaptations ensured that the child could engage in activities comfortably alongside their peers.

#### **Promoting Equity, Inclusion, Diversity, and**

**Challenging Stereotypes:** In our curriculum, we explore "Cultures of our Families". We introduce children to different cultures, languages, and traditions. We invite parents and community members from various backgrounds to share their stories and experiences. This promotes equity by celebrating diversity and challenging stereotypes, helping children embrace different perspectives and cultures.

#### **Identifying Barriers to Participation and Making**

**Changes:** We noticed that a child with sensory sensitivities had difficulty during our loud music time. After reflecting on this, we realised it was a barrier to their participation. To address this, we modified our routine by offering sensory-friendly headphones and creating a quieter music corner. The child's engagement increased, demonstrating the importance of removing barriers to participation.

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 <b>MEETING</b> QIP and Self-Assessment Tool (SAT)   |
|---|
| <i>Please give an example of the way you adapted the environment, activities, routines or transitions to facilitate the inclusion and participation of all children. Include details of any input from other professionals/ therapists.</i> |
|   |
| <i>Please give an example of the way you promote equity, inclusion, diversity and challenge stereotypes in your curriculum and interactions with children.</i>  |
|   |
| <i>Please give an example showing where you or your team have reflected and identified barriers to a child's participation and made appropriate changes.</i>  |
|   |

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

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