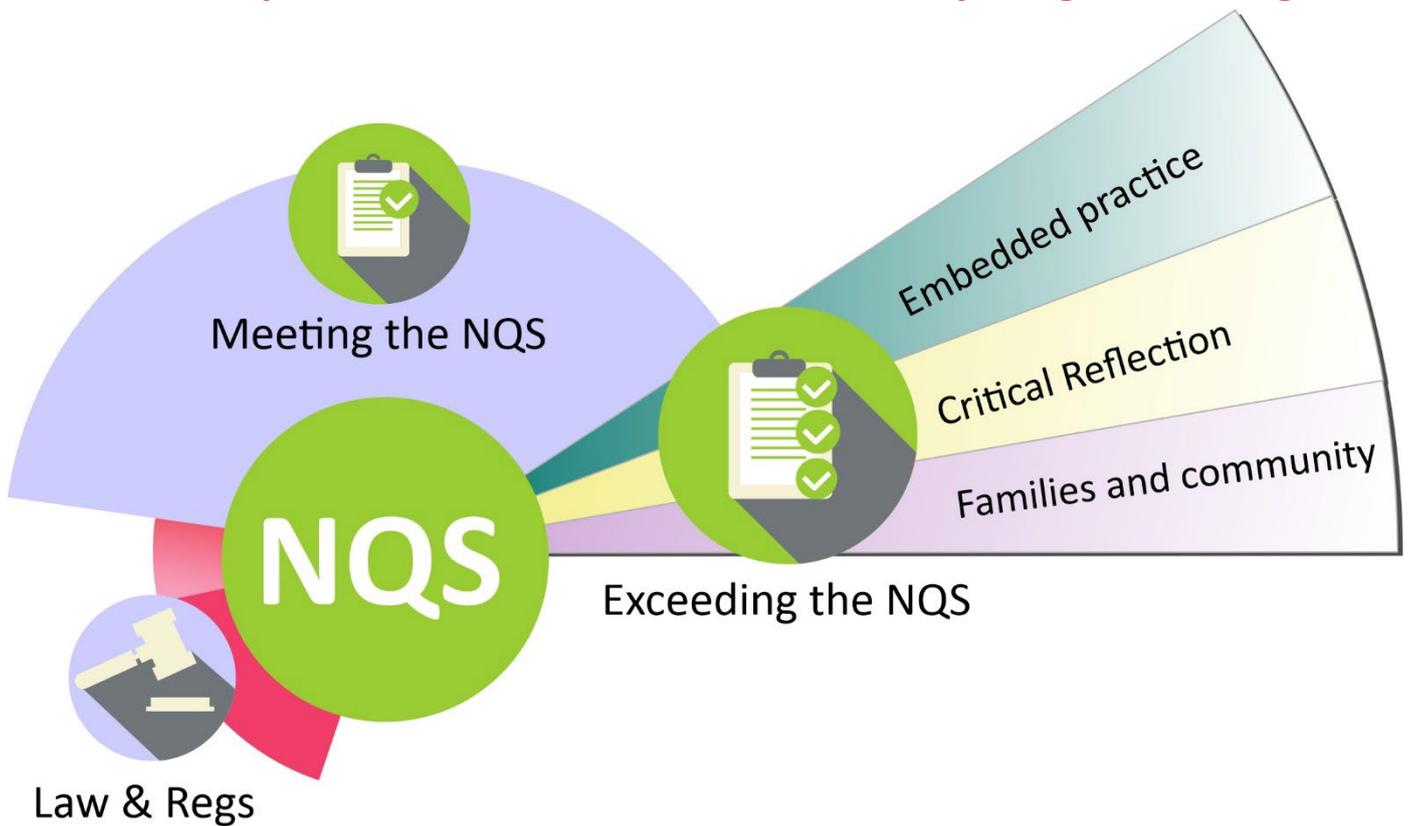


## Section 2. Experienced educators – ensure everything is meeting.



**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 4: Definition of Regular Outing

Regular outing means a recurring trip (a) included in the educational program and (b) with consistent risk factors.

### Regulation 101: Conduct a Risk Assessment

A risk assessment for an excursion must (a) identify and manage risks, (b) consider route, water hazards, transport, supervision, activities, duration, and necessary items.

### Regulation 102: Authorisation for Excursions

(2) A child can't go on an excursion without written parent authorization (including details like reason, date, destination, transport, activities, duration, staff ratios, and risk assessment availability). Penalties apply.

(5) For regular outings, authorization is required once per year. Penalty for non-compliance: \$1000.

### Regulation 100: Risk Assessment for Excursions

Before seeking authorization for an excursion under **Regulation 102(4)**, a risk assessment must be conducted, per Regulation 101. Penalty for non-compliance: \$2000.

### Exemption from Risk Assessment

A risk assessment is not needed if (a) it's a regular outing, (b) a risk assessment was done within 12 months, and (c) the excursion had a risk assessment.

### Week 33, 23 to 27 October 2023 – 6.2.3 Community Engagement

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## Meeting the NQS

**Looking at the element in detail** - A service reviewed what the NQF Guide said about element **6.2.3** and understood there were two parts to the element:

1. Building connections to the community
2. Building relationships once connections are made.

### Assess your practice first.

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

**Meeting – Resources Reflecting Diverse Cultures:** In our early childhood education service, we've created a multicultural corner with various resources. This includes multilingual books, a display of cultural artifacts contributed by families, a world map showing our students' family origins, multicultural puzzles and games, and a photo collage celebrating cultural traditions within our community.

**Community Interaction for Children:** We organised a "Reading Buddy Day" to support struggling readers. Local volunteers from the retirement village were paired with children for one-on-one reading sessions. An author conducted a storytelling session, and community members donated books. This event boosted reading skills and enthusiasm.

**Engaging with Indigenous/First Nations Culture:** We partnered with a local First Nations organization. They conducted cultural workshops, cultural performances, and organized field trips to Indigenous sites. Children also worked on collaborative art projects inspired by Indigenous traditions. This engagement deepened their understanding of Indigenous culture, fostering respect and awareness.

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 of resources/images/books in your room/group that reflect the diverse cultures at your service or in your community.*

*Please give an example of a community interaction that supported a particular child or group of children to manage or overcome certain difficulties.*

*Please give an example where children engaged with local Indigenous/First Nations people or organisations which strengthened their understanding of this culture and history.*

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

### Week 33, 23 to 27 October 2023 – 6.2.3 Community Engagement