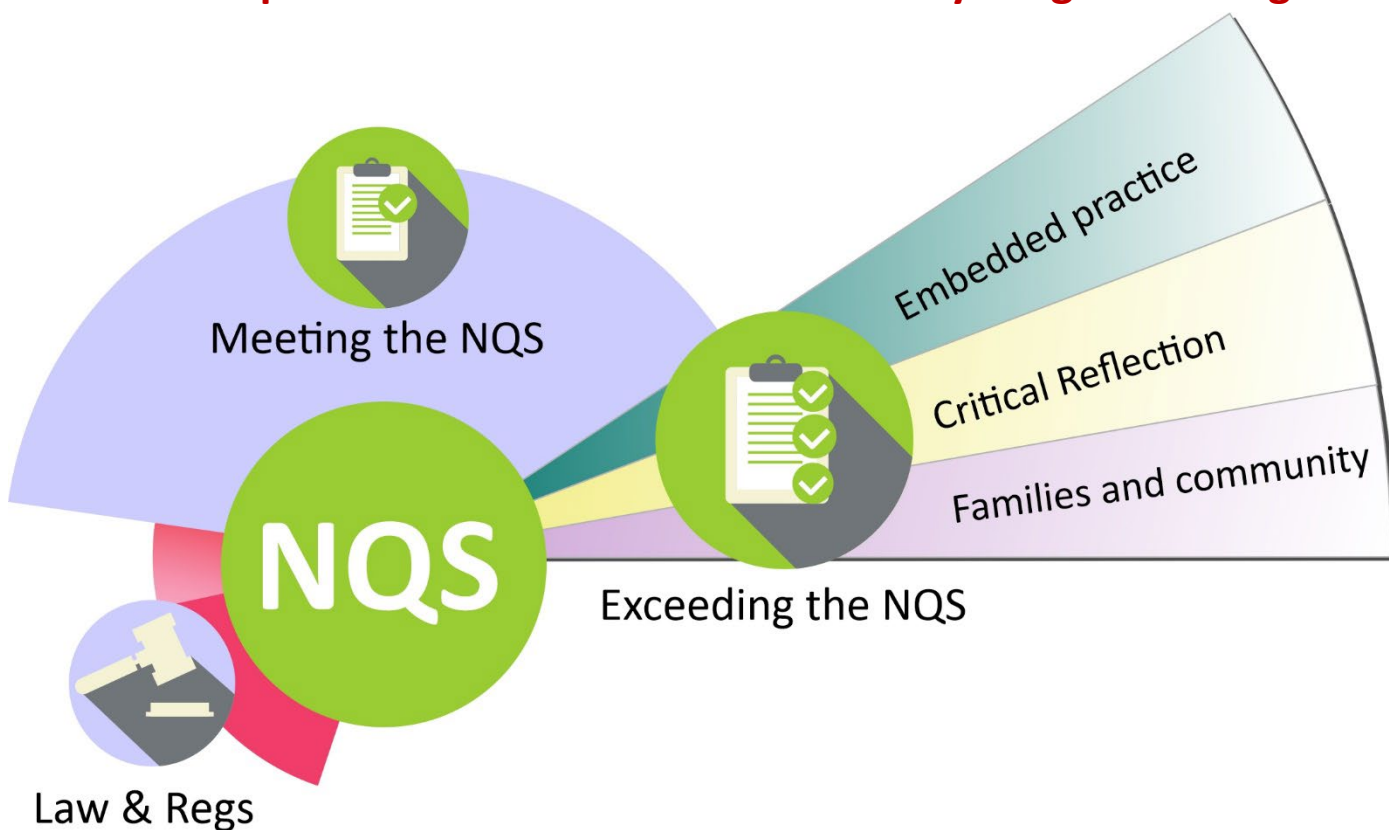


Section 2. Experienced educators – ensure everything is meeting.



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

Section 161 & 162 Offences:

Operating an education and care service without a nominated supervisor (Section 161, 161A) or responsible person (Section 162) is an offence, subject to significant penalties.

Regulation 117B Day-to-Day Charge: A person in day-to-day charge must be at least 18 years old and compliant with certain knowledge and legal history requirements.

Regulation 118 Educational Leader: An educational leader must be appointed to lead the development and implementation of educational programs.

Regulation 120 Supervision of Young Educators:

Educators under 18 must be supervised by someone at least 18 years old and cannot work alone.

Regulation 126 Educator Qualifications: 50% of educators must have or be in progress towards a diploma level qualification, while others must have or be pursuing a certificate III level qualification, with specific clauses for probationary periods and NSW exceptions.

Regulation 150 Responsible Person Records: The service must keep records of the responsible person when children are being educated and cared for.

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Meeting the NQS

Looking at the element in detail - A service reviewed what the NQF Guide said about element 4.1.1 and understood the effective organisation of educators:

- supports children to engage in meaningful learning and interactions with educators
- ensures the safety and wellbeing of children.

Assess your practice first.

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

Meeting – Educators Supports Children’s Learning: To support children's learning, our early learning centre uses a 'Learning Pod' system where educators with different specialisations collaborate to offer a comprehensive educational experience. For example, children rotate between activities focused on literacy, arts, and physical development throughout the day, ensuring they receive varied and targeted learning opportunities.

Educators Are Organised to Support Professional Relationships and Communication with Families: We foster strong relationships with families through our 'Family Partnership Program,' where each family is assigned an educator liaison. This educator keeps families updated and involved in their child's progress using personalised communication methods, ranging from digital platforms to in-person meetings.

Educators Ensure They Always Meet Ratios: To consistently meet educator-to-child ratios, our centre employs strategic shift scheduling and maintains a roster of on-call staff. Educators conduct regular headcounts and utilise float staff to adapt to changing needs throughout the day. Additionally, careful planning around activities ensures that supervision remains thorough and ratios are adhered to, prioritising children's safety and quality of care.

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 give an example of how the organisation of educators supports children’s learning.</i>
<i>Please give an example showing the way educators are organised to support the development of professional relationships and communication with families.</i>
<i>Please explain ways in which educators ensure they always meet ratios.</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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