



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.



Law & Regs

The Law - Section 168 Offence relating to required programs.

(1) and (2) The approved provider and nominated supervisor ... must ensure that a program is delivered to all children ... that—

- (a) is based on **an approved learning framework**; and
- (b) is delivered in a manner that accords with the approved learning framework; and
- (c) is based on the developmental needs, interests and experiences of each child; and
- (d) is designed to take into account the individual differences of each child.

Penalty: \$4000 if an individual. \$20,000, in any other case (eg approved provider is a company).

Approved learning frameworks - ACECQA

There are two nationally approved learning frameworks:

- Belonging, Being and Becoming: The Early years learning framework Version 2 (birth to 5 years)
- My Time Our Place: Framework for School Age Care in Australia Version 2 (school age children)

There's also the Victorian Early Years Learning and Development Framework (for Victoria only).

Regulation 73 Educational program

(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.

Evidence to show compliance to the Law and Regs can be found in our curriculum, demonstrating we are using the approved learning frameworks. We have a copy of the new 2023 V2 EYLF/MTOP on display for

Week 2, 5 - 9 February 2024 – 1.1.1 Approved learning framework. Copyright Centre Support Pty Ltd 2024 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.

families and copies digitally stored for our educators to use and refer to when observing, planning, reflecting, programing, and documenting children's learning. We use educator quizzes and simple questions and answer to ensure they know what is required.

Please note that the above in green can go directly into your QIP or SAT (NSW only).

Describe how you are meeting the law and regulation.

Why is the element important?

Element 1.1.1 has five different sections that directly link to the EYLF Learning Outcomes:

Helping each child:

1. *build a strong sense of identity*
2. *connect with and contribute to their community*
3. *develop a strong sense of wellbeing*
4. *become a confident and involved learner*
5. *become an effective communicator.*

What could potentially go wrong if educators didn't do the above?

If educators neglect to implement Element 1.1.1, which is centred on curriculum decision-making that



You must practice

It's very important to make sure your teaching practices use the new EYLF and MTOP and is guided by the Learning Outcomes. To do this look at the below practice examples.

enhances a child's learning and development outcomes, several adverse consequences might ensue. This element is pivotal in aiding each child to develop a robust sense of identity, connect with their community, foster wellbeing, become confident learners, and effective communicators. Here are five potential negative outcomes:

Diminished Sense of Identity: Without initiatives to assist children in establishing a strong sense of identity, they may face challenges with self-esteem and self-awareness. This can result in difficulties in comprehending their role in the world, forming healthy relationships, and making choices that are congruent with their values and beliefs.

Restricted Community Connection and Contribution: Failing to encourage children to engage with and contribute to their community can lead to a lack of social responsibility and civic awareness. It can also impede the development of empathy and understanding towards different cultures and social backgrounds, impacting their capability to function effectively in a diverse society.

Impaired Wellbeing Development: Neglecting the development of a child's sense of wellbeing can have serious implications on their mental, emotional, and physical health. This can manifest in heightened anxiety, stress, and difficulty in managing emotions, as well as potential long-term health issues.

Lowered Confidence and Involvement in Learning: If children do not become confident and involved learners, they may develop a negative attitude towards education and a lack of enthusiasm for learning. This can lead to academic underachievement and restrict their ability to acquire important life skills and knowledge.

Ineffective Communication Skills: Not supporting children in becoming effective communicators can result in difficulties in expressing themselves, understanding others, and forming relationships. Poor communication skills can hinder their academic progress and affect their personal and professional relationships in the future.

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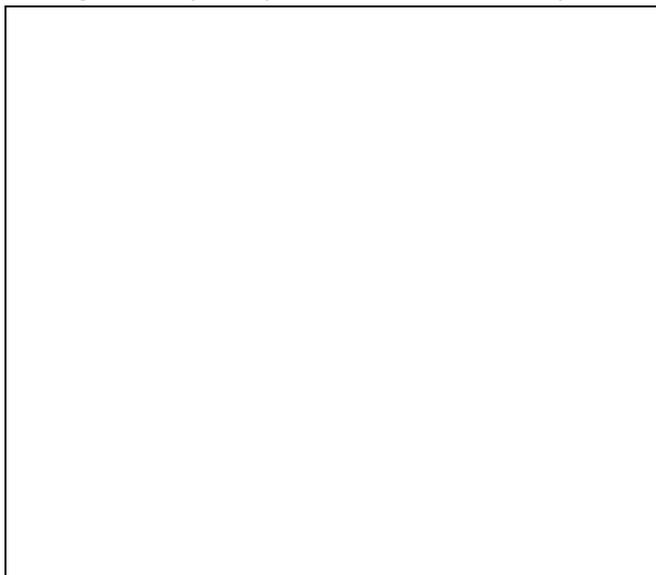
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After reading these points, which one(s) do you think you are doing well? Describe your practice in detail so it can go directly into your QIP or SAT (NSW only).



After reading these points, which one(s) do you think you need to work on? Describe how you could improve your practice.

