



There are **things** that you need to do with your service and educators.

- (1) Review the points from the Law and Regulation and make yourself familiar with them. Conduct the compliance test with your educators to check their knowledge.
- (2) Add to your folder the daily planner so you can document and show the assessor how you are working with educators. Use documents provided in this section.
- (3) Guide your educators to ensure they are at the meeting level, use the examples in the educators' section and the checklist to help you know exactly what is required.
- (4) Explore the exceeding themes with the examples.

Work with your Nominated Supervisor, 2IC and edit the QIP (SAT for NSW) template provided by Centre Support to ensure it is reflecting your service's practices.



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.



Question you could ask educators regarding the approved learning framework

1. Can you describe a recent activity you planned that was guided by the EYLF/MTOP framework and explain how it supported the children's learning?
2. How do you tailor the framework's principles to support the unique development of each child in your care?
3. What innovative approaches have you taken to overcome obstacles while applying the learning framework?
4. Could you provide examples of how you document children's progress in line with the framework's objectives?
5. In what ways do you actively involve families in the learning process as outlined in the framework?
6. How do you ensure your activities embrace the cultural diversity of our children, as advocated by the framework?
7. Share a success story from your classroom where the learning framework played a key role.
8. What methods do you use to stay current with changes and advancements in the EYLF/MTOP framework?
9. How have families reacted to your implementation of the framework, and what adjustments have you made based on their feedback?
10. Describe how you work with colleagues to create a curriculum that reflects the principles of the framework.
11. What practices have you implemented to integrate cultural understanding and respect within the framework's guidelines?
12. How do you use the framework to prepare children for the transition to formal schooling?
13. Can you give an example of a time when critical reflection on your practice, in line with the framework, led to a significant change or improvement?
14. How do you balance directed teaching with child-led exploration in accordance with the framework?
15. Based on your experience, what aspects of the framework do you find most effective, and where do you see room for improvement?

1.1.1

Approved learning framework - Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

Week 2
5.2.2024

Section 8. Role of the Educational Leader (Educational Leader)
Detailed guidelines for the Educational Leader.



Compliance test for educators

Instructions: Nominated Supervisor is to conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Miss Cherie asks what is an 'approved learning framework' is. Please respond.		
Mr Jack asks if there's a Reg that supports element 1.1.1. Is there?		
Miss Claire asks what happens if educators aren't implementing an approved learning framework properly. Please respond.		

1.1.1

Approved learning framework - Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

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Detailed guidelines for the Educational Leader.



Compliance test for educators **ANSWERS** for this week.

Instructions: Nominated Supervisor is to conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Miss Cherie asks what is an 'approved learning framework' is. Please respond.	An 'approved learning framework' refers to a set of nationally recognised guidelines and principles designed to guide educators in early childhood settings. In Australia, these include the 'Belonging, Being and Becoming: The Early Years Learning Framework Version 2' for children birth to 5 years and 'My Time Our Place: Framework for School Age Care in Australia Version 2' for school-aged children. These frameworks outline key learning outcomes and provide a structure for delivering quality education and care.	
Mr Jack asks if there's a Reg that supports element 1.1.1. Is there?	Yes, Mr Jack, there is. Regulation 73 of the National Quality Standard relates to the educational program and supports Element 1.1.1. This regulation requires that the educational program contributes to five key outcomes for each child, including a strong sense of identity, connection with and contribution to the world, wellbeing, becoming a confident and involved learner, and being an effective communicator.	
Miss Claire asks what happens if educators aren't implementing an approved learning framework properly. Please respond.	If educators fail to implement an approved learning framework properly, it can lead to significant legal and educational consequences. Legally, the approved provider and nominated supervisor may face penalties as outlined under Section 168 of the National Regulations, which can be up to \$4,000 for individuals and \$20,000 for companies. Educationally, it may hinder children's developmental progress and learning outcomes, impacting their sense of identity, wellbeing, learning confidence, and communication skills.	


Educational Leader weekly sheet

Date	Educational Leader activity	With whom?	Comments	Follow up
Monday 5.2.24	Guiding room leader in using Place-Based Theory to extend learning.	Educators	Zach focused on a local bird, the Galah, exploring its habitat and diet to illustrate the integration of local environmental elements in learning.	Review with Zach and her team on the application and outcomes of this place-based educational method.
Monday 5.2.24				
Tuesday 6.2.24				
Wednesday 7.2.24				
Thursday 8.2.24				
Friday 9.2.24				

General thoughts or ideas