



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 child-centred practices

1. How do you gather information about each child's knowledge, strengths, ideas, culture, abilities, and interests to inform the program?
2. Can you give an example of how a child's cultural background has been integrated into the program?
3. How do you ensure that the program is flexible enough to incorporate children's emerging ideas and interests?
4. What strategies do you use to observe and listen to children for sustained periods to understand their thinking and learning?
5. How do you adapt your teaching methods to cater to each child's individual learning style and temperament?
6. In what ways do you encourage children to initiate and contribute to play experiences based on their own ideas?
7. Can you describe a time when you revisited or expanded upon a project initiated by the children?
8. How do you support the development of children's cultural identities and language skills within the program?
9. What methods do you employ to ensure children are deeply engaged in experiences that are meaningful to them?
10. How do you facilitate children's exploration of ideas, hypotheses, and theories through play?
11. How do you support uninterrupted play and learning experiences for the children?
12. How has your understanding of individual children's skills and interests influenced your curriculum decisions?
13. Can you discuss how the educational leader supports and reviews program planning and decision-making?
14. How do you encourage children to guide their own learning and actively participate in experiences?
15. What documentation or evidence do you maintain to demonstrate that the program is responsive to children's knowledge, skills, strengths, culture, abilities, ideas, and interests?



Question you could ask families regarding child-centred practices

1. Can you share insights about your child's current interests and how they like to explore these at home?
2. What strengths and abilities have you observed in your child that you believe are important to nurture?
3. Are there any cultural practices or celebrations important to your family that you'd like to see reflected in our program?
4. How does your child prefer to learn new things, and have you noticed any particular learning style they gravitate towards?
5. Could you tell us about any hobbies or activities your child is passionate about outside of our service?
6. Has your child expressed any new ideas or curiosities recently that we could incorporate into our learning experiences?
7. Are there languages spoken at home that you'd like us to acknowledge or incorporate into our curriculum?
8. How do you see your child's sense of identity and belonging being supported in our environment?
9. Are there any specific ways your child likes to express themselves creatively or through play?
10. What are your child's thoughts on the activities and projects they participate in here? Do they have any favourites?
11. Can you provide feedback on how well you think our program is catering to your child's individual needs and interests?
12. Have you noticed any changes in your child's development or interests since joining our service that we should be aware of?
13. Is there anything from your family's daily routine or practices that you think could enrich our program?
14. How important is it for you that our program includes opportunities for your child to explore their cultural heritage?
15. Are there community events or resources that you believe could complement our curriculum and enhance children's learning?
16. Do you have any suggestions on how we can better support your child's learning journey and well-being?
17. How does your child feel about the time spent with us? Are there moments they particularly enjoy or look forward to?
18. Are there specific skills or knowledge areas you hope your child develops while with us?
19. How can we better involve you and your family in the planning and assessment of our child-centred program?
20. Would you be willing to share personal or cultural stories, skills, or knowledge with the children to help enrich our program?



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 Jasmin says people talk about approved learning frameworks. She asks how people know what these are? Please respond.		
Mr Shree says there's nothing in the National Law that talks about delivering a child-centred program. Is she correct?		
Miss Courtney asks whether the learning outcomes in the EYLF/MTOP/VEYLDF relate in any way to the National Law or Regulations. Do they? VEYLDF = Victorian Early Years Learning & Development Framework		

1.1.2

Child centred

Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program

Week 3
12.2.2024

Section 8. Role of the Educational Leader (Educational Leader)

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 Jasmin says people talk about approved learning frameworks. She asks how people know what these are? Please respond.	It's a learning framework listed as approved (by the Ministerial Council) on ACECQA's website, and includes EYLF and MTOP.	
Mr Shree says there's nothing in the National Law that talks about delivering a child-centred program. Is she correct?	Yes – in particular Reg 73(2) which says exactly the same thing as element 1.1.1.	
Miss Courtney asks whether the learning outcomes in the EYLF/MTOP/VEYLDF relate in any way to the National Law or Regulations. Do they? VEYLDF = Victorian Early Years Learning & Development Framework	Penalties are outlined in Section 168 of the Law Offence relating to required programs. Penalties apply to the approved provider and nominated supervisor - \$4000 if they're an individual, and \$20,000 if they're not (eg approved provider is a company).	

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Educational Leader weekly sheet

Date	Educational Leader activity	With whom?	Comments	Follow up
Monday 12.2.24	Review child-centred program plans	Educators	Identified need for more cultural inclusion	Schedule cultural training
Monday 12.2.24				
Tuesday 13.2.24				
Wednesday 14.2.24				
Thursday 15.2.24				
Friday 16.2.24				

General thoughts or ideas