



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

**Please read this section with the educators' section as we show you how to incorporate these laws and regulations into learning routines for the program**

**The Law Section 167** mandates a penalty of **\$10,000** for individuals and **\$50,000** for others for not taking precautions to protect children from harm and hazards. Approved supervisors must ensure safety from any injury risk.

**Regulation 77** imposes a **\$2,000** penalty for failing to implement adequate health, hygiene, and safe food practices, including handling, preparing, and storing food to minimise risks to children.

**Regulation 78, \$2,000** penalty, requires that children have constant access to safe drinking water and are regularly offered appropriate food and beverages.

**Regulation 79** specifies a **\$2,000** penalty for not providing nutritious and adequate food and beverages, considering individual dietary needs, including cultural, religious, or health requirements.

**Regulation 81** has a **\$1,000** penalty for not ensuring children's sleep and rest needs are met, considering their ages, developmental stages, and individual needs.

**Regulation 97**, with a **\$2,000** penalty, mandates that emergency and evacuation procedures be rehearsed every 3 months by all present at the service, including documentation of these rehearsals.



## Question you could ask educators regarding program learning opportunities

1. How do you ensure that all aspects of the program, including routines, are organised to maximise learning opportunities for each child?
2. Can you describe a recent unplanned experience or event that provided significant learning opportunities for the children?
3. How do you support children's interests and engagement in uninterrupted play throughout the day?
4. What strategies do you use to create inclusive learning environments for all children?
5. How do you make reasonable adjustments to optimise access, participation, and engagement in learning for children with additional needs?
6. Can you give examples of how you ensure that transitions support children with disabilities or those experiencing barriers to learning?
7. How do you actively involve children in preparing for transitions within the program?
8. In what ways do you ensure that effective routines and transitions are designed to support children's learning and wellbeing?
9. Can you describe a routine or transition that has been particularly effective in promoting continuity and predictability for the children?
10. How do you facilitate children's participation in decision-making during routines and transition times?
11. Can you provide examples of how you encourage children to revisit and discuss their learning during routines?
12. How do you promote children's autonomy and responsibility, particularly among school-age children, in self-help and basic health routines?
13. What strategies do you use to minimise the times during which children are expected to do the same thing at the same time?
14. How do you incorporate learning experiences into everyday activities, such as meal preparation, to maximise learning opportunities?
15. Can you discuss examples of how children are actively involved in program decision-making and assisting in everyday routines and transitions?



### Five types of thinking

We all think about things (or concepts) in different ways, and children are no different. But what are the different ways we think about concepts – and how can educators support children in learning these different approaches to conceptual thinking?

Lili-Ann Kriegler says there are five types of thinking and uses the following example where four-year-old Harry and Nicholas discuss the weather.”

“This time is when the weather changes. It changes to different times for the year,” Harry says, relating weather to the concepts of seasons and time. Nicholas replies “We’re at the first sign of what he said. It’s not the cold season yet, because the cold season is after the hot season and it’s next term or next year. It can change. It’s like rain, or a storm or deep snow...but I haven’t seen that here. But I saw it on the TV when Mole was inside and the snow was on the outside and sometimes it’s dark and sometimes it’s light...”

**Abstract thinking** - This is the simplest type of thinking. As children learn language, they learn the names of things and label what they see. Educators can help ensure children know the names. More complex learning requires de-contextualised thinking.

In the example, Nicholas achieved this when he visualised snow. Educators can promote this complex thinking by encouraging children to visualise experiences and ideas.

**Organised thinking** - Educators help children develop effective ‘organised thinking’ when they help children to order and organise their thinking by connecting ‘like’ things and grouping them into categories e.g. “Nicholas naturally groups ‘snow’, ‘rain’, and ‘storm’ together because he knows they’re all part of the concept of ‘weather’.

**Relational thinking** - Educators can help children make connections between what they already know and how it might relate to new information, or other information they already know. For example, Harry knows that weather changes during the year. Educators could explore the reasons why.

This learning can also happen through stories, exploring implied meanings using familiar stories and characters, and making implied relationships visible. “How do you think Big Ted is feeling?’ How do you know? Ah, so you think his high eyebrows tell you he’s surprised?”

**Representational thinking** - Not all communication is verbal and information can be represented in lots of non-verbal ways e.g. traffic signs, math symbols, speech bubbles.

Educators can encourage this type of thinking by helping children move from the concrete to the abstract e.g. through activities like measuring a long column of wooden blocks using a popsicle stick, then drawing or writing how many popsicle sticks long it was. This helps children build connections between the concrete activity (making a column of blocks) and the representation of the activity.

**Metaphorical thinking** - Being able to compare two things and think in metaphors is an important final stage in children’s conceptual development.

Metaphors help children to imagine something by thinking about something else. For example, when someone “cries so much it’s like a river of tears,” children need to have a concept of a river and a concept of being really, really sad for the phrase to make sense.

When children can understand metaphors and similes (which compare one thing with another – as hot as the sun, as brave as a bear), they can ‘compact’ information. Educators can promote this type of thinking by discussing these associations or relationships in detail. They can also implement physical activities, e.g. moving like a goanna, which help children understand how concepts can be used to add meaning to other concepts.

**Where are your educators at in promoting different types of conceptual thinking? How could you support them to plan and implement the program, routines, and transitions, to extend children’s conceptual thinking?**

# 1.1.3

## Program Learning Opportunities

All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.

Week 4  
19.2.2024

### 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 Rosalie asks whether there are any Regs covering routines and transitions which educators could use to extend children's learning. Are there?		
Miss Taryn asks for examples of the learning that could be promoted in relation to these Regulations. Please respond.		
Mr Marty asks if anything in the National Law is relevant as far as promoting element 1.1.3. Please respond.		

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

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Name of educator:

Questions	Response	Pass or Fail
Miss Rosalie asks whether there are any Regs covering routines and transitions which educators could use to extend children's learning. Are there?	Yes, for example: Regulation 77 Health, hygiene and safe food practices Regulation 78 Food and beverages Regulation 84A Sleep and rest Regulation 97 Emergency and evacuation procedures Regulation 99 Children leaving the education and care service premises	
Miss Taryn asks for examples of the learning that could be promoted in relation to these Regulations. Please respond.	For example, learning about: <ul style="list-style-type: none"><li>germs, sneeze and cough etiquette, hand washing and infection control</li><li>food safety e.g. temperature controls and safe storage food</li><li>healthy food and drinks e.g. water best drink</li><li>food intolerances and allergies, action is needed to protect others with allergies</li><li>diverse foods in other cultures</li><li>benefits of sleep/rest, impact on health if not enough sleep/rest</li><li>different emergencies and emergency responses</li></ul> child safety/protection, 'stranger danger'	
Mr Marty asks if anything in the National Law is relevant as far as promoting element 1.1.3. Please respond.	Yes – section 167 Offence relating to protection of children from harm and hazards	

# 1.1.3

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### Educational Leader weekly sheet

Date	Educational Leader activity	With whom?	Comments	Follow up
Monday 19.2.24	Review room routines	Educators	Identified need for more structure in the routine for learning	Schedule training with room leaders
Monday 19.2.24				
Tuesday 20.2.24				
Wednesday 21.2.24				
Thursday 22.2.24				
Friday 23.2.24				

General thoughts or ideas