



Law & Regs

The law section 168 outlines the obligations of the approved provider and nominated supervisor to ensure that a program is delivered to all children based on an approved learning framework, delivered in accordance with the framework, designed to meet the developmental needs, interests and experiences of each child, and take into account the individual differences of each child. Failure to comply with this may result in a penalty of **\$4000 to \$20,000**.

Regulations 74 and 75 require the approved provider to ensure educators document assessments of a child's developmental needs, interests, experiences, and progress against the outcomes of the educational program. The documentation should be prepared in a way that is readily understandable by educators and parents and must be available for inspection on request. Information about the contents and operation of the educational program must be displayed at the service premises and provided to parents upon request.

Regulation 76 outlines the requirement for the approved provider to provide parents with information about the content and operation of the educational program as it relates to their child, their child's participation in the program, and a copy of the documents kept under regulation 74. Failure to comply with these regulations may result in a compliance direction being issued.

Why is the element important?

Looking at the element in detail - Element 1.3.3 educators understood families must be included in decision-making about their child's learning, and information provided must:

- be accessible, meaningful and useful

- show children's participation in the program and progress towards learning outcomes be shared verbally and through written documentation.

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

Lack of Family Engagement: Without meaningful communication, families might feel disconnected from their child's educational journey. This could lead to decreased engagement with the service, reducing their involvement in activities or decision-making processes.

Misunderstandings and Mistrust: Inadequate communication can lead to misunderstandings about a child's progress or the curriculum's aims. This could foster mistrust between families and educators, undermining the collaborative relationship necessary for a child's successful learning and development.

Missed Learning Opportunities: When families are not involved in decision-making or uninformed about their child's learning, opportunities to support learning at home might be missed. Families play a crucial role in reinforcing and extending learning outside the educational setting.

Inequity and Bias: If information is not accessible to all families, particularly those who may have language barriers, disabilities, or limited access to digital communication, it can lead to inequity. Some children might not receive the full benefit of the educational program because their families are not adequately involved or informed.

Lack of Tailored Support: Each child's learning is influenced by their unique background, culture, and family situation. Without incorporating family insights into decision-making, educators might miss essential contextual information. This could result in a less personalised learning experience that doesn't fully meet the child's needs.

Reduced Child Wellbeing and Confidence: Children feel more confident and supported when there is a strong partnership between their families and educators.

Compliance Issues: Failing to meet the requirements of Element 1.3.3 could lead to compliance issues with regulatory standards. This could have legal ramifications and affect the service's reputation and quality rating.



To address potential challenges arising from not sharing information with families

You must practice

include:

Decreased Family Engagement: Families might feel disconnected from their child's education, reducing their involvement and support for the learning program.

Misunderstandings and Mistrust: Lack of clear communication can foster misunderstandings about the child's progress and the educational aims, leading to mistrust between families and educators.

Missed Learning Opportunities at Home: Without family involvement in decision-making and updates on their child's progress, opportunities to support learning at home could be overlooked.

Inequity: Inaccessible information could disadvantage families with language barriers, disabilities, or limited digital access, exacerbating inequities within the educational community.

Lack of Personalised Learning: Without input from families, educators may miss critical insights that influence a child's learning, potentially overlooking the child's specific needs and background.

Reduced Child Wellbeing: A strong partnership between families and educators boosts a child's confidence and wellbeing. Absence of this partnership can affect the child's engagement and motivation.

Compliance Issues: Failure to meet the requirements of sharing information with families could lead to compliance issues, affecting the service's reputation and possibly leading to legal implications.

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.