



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.



Practices observed in educators related to responsive teaching and scaffolding

- How do we incorporate children's interests into our daily curriculum to ensure it is engaging and relevant?
- In what ways do we use the centre's location or community resources to enhance our teaching and learning practices?
- Can you provide an example of how we have adapted our teaching strategies to respond to the diverse needs of our learners?
- How do we ensure our learning environments are inviting and supportive of children's exploration and curiosity?
- What strategies are in place for observing and documenting children's play to inform our teaching practices?
- How do we use open-ended questions to extend children's thinking and learning?
- In what ways do we scaffold children's learning to help them progress to the next stage of development?
- Can you describe a situation where a child's feedback directly influenced a change in the curriculum or teaching approach?
- How do we incorporate Indigenous perspectives and cultural diversity into our curriculum to foster a respectful and inclusive environment?
- What measures are we taking to continuously improve our practice in responding to and scaffolding children's learning?
- How do we encourage children to take an active role in their learning and decision-making processes?
- Can you provide an example of how critical reflection on our teaching practices has led to improved outcomes for children?
- How do we ensure that all educators are equipped with the skills and knowledge to implement responsive teaching effectively?
- In what ways do we involve families and the community in the children's learning, ensuring it is meaningful and relevant?
- How do we evaluate the effectiveness of our responsive teaching strategies and scaffolding practices to ensure they are meeting the learning and developmental needs of all children?



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 Chloe asked if there were any Regs covering Element 1.2.2 Responsive teaching and scaffolding. Are there?		
Mr Jack asks what scaffolding learning means. Please explain.		
Miss Sue asks if responsive teaching is the same as intentional teaching (element 1.2.1). Is it?		

1.2.2**Responsive teaching and scaffolding**

Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.

Week 6
4.3.2024**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 Chloe asked if there were any Regs covering Element 1.2.2 Responsive teaching and scaffolding. Are there?	Responsive teaching and scaffolding practices contribute to the five required learning outcomes listed in Reg 73 Educational program (same outcomes as those in EYLF/MTOP).	
Mr Jack asks what scaffolding learning means. Please explain.	The EYLF and MTOP define 'scaffold' as " <i>the educators' decisions and actions that build on children's existing knowledge and skills to enhance their learning.</i> "	
Miss Sue asks if responsive teaching is the same as intentional teaching (element 1.2.1). Is it?	It can be – but intentional teaching may not always be in response to children's ideas or play eg educators may intentionally be teaching children about road safety, or child safety.	

1.2.2**Responsive teaching and scaffolding**

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Educational Leader weekly sheet

Date	Educational Leader activity	With whom?	Comments	Follow up
Monday 4.3.24	Demonstrated practice in a room by becoming the room leader for the day.	Wombats	I could see the new room leader doing well, but there were things she didn't know as she had not seen it in practice before.	Follow up with the routine and ensure all educators know what to do.
Monday 4.3.24				
Tuesday 5.3.24				
Wednesday 6.3.24				
Thursday 7.3.24				
Friday 8.3.24				

General thoughts or ideas