



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 you facilitate child-directed learning in our setting, and can you give a specific example from recent practice?
- In what ways do you observe and support children's choices and decision-making during their play and learning?
- Can you share how you've integrated children's ideas and interests into our curriculum planning?
- How do you ensure that all children, regardless of age, abilities, or background, have equal opportunities to lead activities and make choices?
- What strategies do you use to encourage children to express their ideas and feelings, and how do you ensure these are respected and acted upon?
- How do you support children in developing their decision-making skills, particularly in making choices that impact their wellbeing and that of others?
- Can you describe a situation where you helped children understand the connection between their actions and the consequences?
- How do you create an environment that allows children to take on increasing responsibilities and assess risks?
- In what ways do you encourage children to persist and extend their learning through child-initiated play?
- How do you address and discuss issues of inclusion, exclusion, fair, and unfair behavior with the children?
- Can you provide an example of how you've used children's feedback to improve or change an aspect of our service or curriculum?
- How do you ensure that your practices are in line with our service's philosophy statement on recognising children's rights and roles in decision-making?
- What changes have you made in your approach to more effectively support child-directed learning and children's agency?
- How do you balance the provision of necessary guidance while still allowing children the autonomy to lead their own learning experiences?
- Can you share an example of a project or investigation developed by children with minimal educator input, and what was the outcome?



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 Christine asks how element 1.2.3 relates to the Regs? Does it?		
Mr Jose asks what happens if educators don't implement child directed learning. Please respond.		
Miss Belle says she's confused by the word 'agency.' Please explain what children's agency means.		

1.2.3

Child directed learning

Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

Week 7
11.3.2024

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 Christine asks how element 1.2.3 relates to the Regs? Does it?	<p>Yes. Reg 73 'Educational Program' requires the educational program, for example, to ensure each child:</p> <ul style="list-style-type: none">• has a strong sense of identity• is connected to their world• has a strong sense of wellbeing <p>The NQF Guide for element 1.2.3 mentions , for example, child directed learning: supports children to:</p> <ul style="list-style-type: none">• develop a strong sense of identity• explore their world <p>make decisions which support their wellbeing.</p>	
Mr Jose asks what happens if educators don't implement child directed learning. Please respond.	<p>Reg 73 says the Reg relates to section 168 of the Law 'Offence relating to required programs' – ie the Approved Provider or Nominated Supervisor can be fined up to \$20,000 if the educational program is not delivered in the way it should be.</p>	
Miss Belle says she's confused by the word agency.' Please explain what children's agency means.	<p>Giving children 'agency' means allowing and encouraging children to make choices and decisions about their learning, to initiate their own learning, and to take on age appropriate responsibilities and risk assessments.</p>	

1.2.3

Child directed learning

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Educational Leader weekly sheet

Date	Educational Leader activity	With whom?	Comments	Follow up
Monday 11.3.24	Facilitated a workshop on implementing child-directed learning.	All	The workshop included practical exercises on enhancing children's agency.	Observe child-directed learning in action. Provide feedback and discuss strategies for further integration.
Monday 11.3.24				
Tuesday 12.3.24				
Wednesday 13.3.24				
Thursday 14.3.24				
Friday 15.3.24				

General thoughts or ideas