



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.



Meeting the NQS

Looking at the element in detail - Element 1.3.1 a
Planning Cycle includes:

- **Observing/Collecting information** - what are children doing, how are they interacting etc?
- **Analysing the information** - what do children know, what can they do, what do they understand *in relation to the learning outcomes*
- **Planning learning** - strategies to support individual and group achievement of learning outcomes based on observations, analysis, family input and community
- **Implementing plans**
- **Documenting learning** – makes learning and planning cycle visible, promotes shared learning
- **Reflecting and evaluating** – can occur at every stage to improve learning outcomes.

What does this look like in practice with a child's interest?

Emily was fascinated by a grasshopper she found in the garden. She watched it as it hopped and ate leaves. Her educators Ash noticed her interest and observed Emily closely as she interacted with the grasshopper. Ash noticed that she was observing the grasshopper's behaviour and trying to catch it. Ash also noticed that Emily was trying to share her excitement of the grasshopper with her classmates, who were also interested.

Immediately Ash analysed the information she gathered from her observations and found that Emily had some prior knowledge about insects, but didn't know much about grasshoppers specifically. They also found that the children were developing their observation skills and were beginning to understand the concept of cause and effect.



Using this information, the educators planned learning activities that would support Emily. They decided to set up a small terrarium with grass and leaves to create a temporary home for the grasshopper and planned to learn about the:

- **Physical characteristics:** body parts, size, colour, and shape.
- **Habitat:** where grasshoppers live and what kind of environment they prefer.
- **Life cycle:** the different stages of a grasshopper's life cycle, from egg to adult.
- **Movement:** how grasshoppers move, including their ability to hop and fly.
- **Diet:** including plants and sometimes other insects.
- **Predators:** such as birds, reptiles, and mammals.
- **Camouflage:** how grasshoppers use camouflage to blend in with their environment and avoid predators.
- **Communication:** how grasshoppers communicate with each other through sound and movement.
- **Importance in the ecosystem:** the role of grasshoppers in the ecosystem, including their impact on plants and other animals.
- **Human use:** how humans use grasshoppers in different cultures, such as for food or medicine.

The educators implemented their plans, and Emily and her classmates were excited to learn more about grasshoppers. They observed the grasshopper in its new home, read books, and explored different types of grasshoppers.

They also had the opportunity to share their learning with their families when they collected them.

Throughout the learning process, the educators documented the children's learning through photos, videos, written observations and children's voices.

"Look, Emily! The grasshopper has long antennae and big eyes! I wonder why they need those?" - Ryder, observing the physical characteristics of the grasshopper.

"I think grasshoppers like to live in paddocks and gardens, because they can eat lots of plants there." - Sofia, discussing the habitat of grasshoppers.

"The egg turns into a nymph, and then the nymph grows wings and becomes an adult grasshopper. It's like a magic trick!" - Alex, learning about the life cycle of grasshoppers.

"Wow, I can't believe how far the grasshopper can jump! It's like it's flying!" - Isabella, marvelling at the movement of grasshoppers.

"So grasshoppers eat plants, but sometimes they also eat other insects? I didn't know that!" - Liam, discovering the diet of grasshoppers.

"Oh no, I feel bad for the grasshopper because it has so many predators. I hope it can stay safe." - Olivia, showing empathy towards the predators of grasshoppers.

"That's so cool! The grasshopper can change its colour to match the environment. It's like a superhero!" - Ethan, learning about the camouflage of grasshoppers.

"The grasshopper can make different sounds by rubbing its legs together. I want to try making different sounds too!" - Lily, exploring the communication of grasshoppers.

"I never realised that grasshoppers were so important in the ecosystem. They help keep the plants healthy and provide food for other animals." - Noah, understanding the importance of grasshoppers in the ecosystem.

"I don't think I want to eat a grasshopper, but it's okay that other people from different countries do." - Aaliyah, reflecting on the human use of grasshoppers.

Documenting the children's voices helped to make the learning visible and promoted shared learning among the children, families, and educators.

Finally, the educators reflected and evaluated the learning process to improve learning outcomes. They discussed what went well and what could be improved, and made adjustments to their plans for future learning experiences.

Reflection: Were the learning experiences engaging and interesting for the children?

Evaluation: Yes, the children were excited and motivated to learn about grasshoppers, and they showed a high level of curiosity and engagement.

Reflection: Were the learning experiences effectively documented and shared with others?

Evaluation: While educators documented the learning experiences, the sharing of information was not consistent and some families were not kept up-to-date. In the future, educators could establish more consistent methods of sharing information, such as weekly newsletters or online portfolios.

Emily learned about grasshoppers but also developed her observation, questioning, and scientific inquiry skills. They also learned how to work collaboratively, share her knowledge with others, and reflect on her learning experiences.

Let's have some fun and see how "Early childhood educators draw upon a range of perspectives in their work" and use the example of a child that refuses to sit at a table to eat their food. In blue is the theoretical description from the EYLF and then a process of how the educator could go about reflecting upon it with examples of the insight that may be gained, and practice change that may occur by using this type of high level critical reflection.

Developmental theories that focus on describing and understanding the influences on, and processes of children's learning, development, and wellbeing over time.

For example, an educator may use Erikson's psychosocial theory to reflect on how to best support a child who does not want to sit at the table for meals.

The educator would begin by observing the child's behaviour and considering how it aligns with Erikson's theory, which emphasises the importance of social-emotional development and the stages of psychosocial development that children go through as they grow.

They would reflect on how the child's behaviour may be influenced by their psychosocial development and how they could use this understanding to support the child's learning and development. For example, the educator may consider how the child's need for autonomy and independence may be at odds with the expectation to sit at the table during meals.

The educator would consider strategies that support the child's sense of autonomy and control over their eating experience. This may include offering choices about what foods to eat or how to sit at the table, or engaging the child in conversation to promote a positive mealtime environment.

The educator would also consider how to support the child's social development, for example, by promoting social interactions and relationships during mealtimes. The educator could encourage the child to engage with peers during mealtime or use mealtime as an opportunity to model positive social behaviours and skills.

Action planning steps from critical reflection:

- Offer choices about what foods to eat or how to sit at the table.
- Engage the child in conversation to promote a positive mealtime environment.
- Encourage the child to take ownership of their mealtime experience.
- Model positive social behaviours and skills during mealtime.
- Use mealtime as an opportunity to promote social interactions and relationships.

Socio-cultural theories that emphasise the central role families and cultural groups play in children's learning and the importance of respectful relationships and provide insight into social and cultural contexts of learning and development.

For example, the educator would begin by considering the social and cultural context of the child's behaviour, reflecting on how their home culture may influence their attitudes and behaviours towards mealtime. The

educator would respect the child's cultural practices and beliefs surrounding mealtime and seek to create a learning environment that is respectful and inclusive of diverse backgrounds and cultures.

The educator would also consider the importance of building respectful relationships with families and cultural groups, seeking their input and feedback to create a more culturally responsive approach to learning and development. The educator may work with families to incorporate cultural practices into mealtime, such as offering foods that are traditionally eaten in the child's culture or incorporating cultural songs or stories.

The educator would consider how to support the child's learning and development by incorporating the child's cultural background into learning experiences. For example, the educator may incorporate cultural stories or language into mealtimes to promote language development and cultural understanding.

Action planning steps from critical reflection:

Practice theories, such as affordance theory that asks educators to think, for example, about the possibilities for activity that the physical environment offers children.

The educator may use affordance theory to reflect on how the physical environment can offer possibilities for activity and promote children's learning when supporting a child who does not want to sit at the table for meals.

The educator would begin by considering the physical environment of the mealtime area and how it could offer affordances for the child's engagement and exploration. They would reflect on how the environment could offer possibilities for the child's participation in mealtime, such as providing different seating options or incorporating visual or sensory materials to promote engagement.

The educator would also consider the child's interests and needs, reflecting on how the environment could be tailored to support the child's sense of autonomy and control over their eating experience. For example, they may provide materials for imaginative play during mealtime, such as play dishes or utensils, to promote the child's engagement and interest in the mealtime experience.

The educator would use the environment to scaffold learning experiences by using the affordances offered by the environment to promote the child's learning and development. For example, they may incorporate learning experiences into mealtime, such as using play dishes to practice counting or incorporating conversation starters to promote language development.

Ancestral knowledges are ways of knowing and understanding shared through history and culture, in the written, oral and spiritual traditions of Aboriginal and Torres Strait Islander peoples.

The educator would begin by reflecting on the ways in which Ancestral knowledges can inform their practice, such as the importance of family and community in Aboriginal and Torres Strait Islander cultures. They would consider how this knowledge could be used to support the child's social and emotional wellbeing and their sense of connectedness to their culture.

The educator would also consider the child's behaviour in the context of their culture, reflecting on how cultural practices and beliefs may influence their attitudes and behaviours towards mealtime. They would seek to create a learning environment that is respectful and inclusive of diverse backgrounds and cultures, and that recognises the importance of cultural practices in promoting wellbeing.

The educator would work with the child and their family to incorporate cultural practices into mealtime, such as offering traditional foods or incorporating cultural songs or stories. They would also create opportunities for the child to connect with their culture and community, such as inviting Elders or community members to share their knowledge and wisdom with the children.

Action planning steps from critical reflection:

- Use Ancestral knowledges to inform practice, such as the importance of family and community in Aboriginal and Torres Strait Islander cultures.
- Modify mealtime practices to better respect and incorporate cultural practices and beliefs.
- Offer traditional foods or incorporate cultural songs or stories.
- Create opportunities for the child to connect with their culture and community, such as inviting

Elders or community members to share their knowledge and wisdom with the children.

Place-based sciences that foster community connections in ways that build on local (children, families, communities and educators) funds of knowledge (experiences and understandings) that assist in building thriving learners and communities.

The educator would begin by reflecting on how the local community's funds of knowledge, such as experiences and understandings related to local food systems and traditions, could be used to support the child's learning and development. They would consider how this knowledge could be used to foster community connections and build a sense of place-based identity in the child.

The educator would consider the communities use of fast food and drive through food collection as well as the new Covid practice of having food delivered 'Direct to Car Boot' to see how that would affect the concepts of preparing and eating for the children in that 'place' (local community).

The educator would also consider the importance of building relationships with the child and their family, seeking to understand the child's behaviour in the context of their experiences and understandings. They would work with the family to incorporate local food traditions and practices into mealtime, such as incorporating locally sourced foods or involving the child in the preparation of meals.

The educator would use place-based sciences to scaffold learning experiences by incorporating local knowledge and practices into learning experiences. For example, they may use local food systems to teach about plant growth and nutrition or incorporate traditional stories and songs into mealtime to promote language development and cultural understanding.

Action planning steps from critical reflection:

- Conducting research: conduct research on the local community's food systems and traditions to gain a deeper understanding of how these could be incorporated into learning experiences.
- Building relationships: build relationships with the child and their family, seeking to understand their experiences and understandings related to local food systems and traditions.

- Incorporating local food traditions: work with the family to incorporate local food traditions and practices into mealtime, such as involving the child in the preparation of meals or incorporating locally sourced foods.
- Creating learning experiences: incorporate local knowledge and practices, such as using local food systems to teach about plant growth and nutrition or incorporating traditional stories and songs into mealtime.

Critical theories that invite early childhood educators to challenge assumptions about curriculum, and consider how their decisions may affect children differently.

The educator would begin by reflecting on their assumptions about mealtime and how these assumptions may be affecting the child's behaviour. They would consider how societal expectations around mealtime may be influencing their decisions and how these decisions may be affecting the child differently.

The educator would also consider the child's perspective and seek to understand their behaviour in the context of their experiences and feelings. They would work with the child and their family to understand their needs and preferences around mealtime and seek to create a learning environment that is responsive to their needs.

The educator would use critical theories to scaffold learning experiences by challenging assumptions about mealtime and considering how their decisions may affect the child differently. For example, they may consider how seating arrangements or mealtime activities may be affecting the child's behaviour and seek to create a more inclusive and responsive learning environment.

Action planning steps from critical reflection:

- Use critical theories to examine societal expectations around mealtime and how they may be influencing decisions.
- Reflect on personal assumptions and biases related to mealtime expectations and how they may be affecting the child's behaviour.
- Seek input from the child and their family to gain a deeper understanding of their needs and preferences around mealtime.

- Use critical theories to challenge assumptions about mealtime and consider how decisions may affect the child differently.
- Modify seating arrangements or mealtime activities to better meet the child's needs and preferences.

Feminist and post-structuralist theories that offer insights into issues of power, equity and social justice in early childhood settings.

The educator would begin by reflecting on how power dynamics may be at play in the mealtime situation and how these dynamics may be affecting the child's behaviour. They would consider how societal expectations around mealtime may be influenced by gender and how this may be affecting the child's behaviour and sense of self.

The educator would also consider the child's experiences and feelings and seek to understand how they may be experiencing power dynamics in the mealtime situation. They would work with the child and their family to create a learning environment that is inclusive, equitable, and respectful of diverse identities and experiences.

The educator would use feminist and post-structuralist theories to scaffold learning experiences by examining power dynamics in the learning environment and seeking to create a more equitable and just learning environment. For example, they may use mealtime as an opportunity to challenge gender norms and promote a more inclusive and equitable learning environment.

Action planning steps from critical reflection:

- Use feminist and post-structuralist theories to critically reflect on assumptions and biases related to gender and mealtime expectations.
- Incorporate activities and discussions that challenge gender stereotypes and promote diversity and inclusivity during mealtime.
- Use culturally responsive teaching strategies that promote respect for diverse cultures and backgrounds.
- Encourage children to share their thoughts and feelings about mealtime and create a learning environment where all voices are heard.



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 Lily asks what educators have to assess exactly. Please respond.		
Miss Daphne says assessment usually involves comparing something against a standard. What are they comparing children's needs, interests, experiences and participation against? Please explain.		
Mr Kyle is confused about how much assessing educators need to document. What's your response?		

1.3.1**Assessment and planning cycle**

Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.

Week 8
18.3.2024**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 Lily asks what educators have to assess exactly. Please respond.	Reg 74 says educators must assess each child's developmental needs, interests, experiences and participation in the educational program.	
Miss Daphne says assessment usually involves comparing something against a standard. What are they comparing children's needs, interests, experiences and participation against? Please explain.	Assessments must be carried out by comparing each child's progress against the outcomes of the educational program. (reg 74)	
Mr Kyle is confused about how much assessing educators need to document. What's your response?	There's no specific amount of documentation required. As you'd expect though, there should be more documentation for those children that attend more than others. (Reg 74)	

1.3.1

Assessment and planning cycle

Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.



Week 8
18.3.2024

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

Detailed guidelines for the Educational Leader.

Educational Leader weekly sheet

Date	Educational Leader activity	With whom?	Comments	Follow up
Monday 18.3.24	I was called into do lunch covers so I used the time to demonstrate practice	Koalas	I need to remember, what you don't know you don't know, so that is why it is so good to demonstrate practice and show and describe why we do things.	Follow up with the educators to ensure the demonstrated practice is continued.
Monday 18.3.24				
Tuesday 19.3.24				
Wednesday 20.3.24				
Thursday 21.3.24				
Friday 22.3.24				

General thoughts or ideas