



Law & Regs

Regulation 155 Interactions with children.

An approved provider must take reasonable steps to ensure that the education and care service provides education and care to children in a way that—

(a) encourages the children to express themselves and their opinions; and (b) allows the children to undertake experiences that develop self-reliance and self-esteem; and (c) maintains at all times the dignity and rights of each child; and (d) gives each child positive guidance and encouragement toward acceptable behaviour; and (e) has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child being educated and cared for by the service.

Regulation 156 Relationships in groups (1) The approved provider ... must take reasonable steps to ensure that the service provides children ... with opportunities to interact and develop respectful and positive relationships with each other and with staff members of, and volunteers at, the service.

(2) For the purposes of subregulation (1), the approved provider must have regard to the size and the composition of the groups in which children are being educated and cared for by the service.

Evidence to show compliance – policies and procedures are in place, and we create a safe and supportive environment where children freely express themselves and share opinions. We promote self-reliance and self-esteem through challenging activities and encourage responsibility. We prioritise each child's dignity, rights, and cultural background. We guide positive behaviour with clear expectations and positive reinforcement. We consider individual needs and tailor educational experiences accordingly.

Looking at the element in detail - Element 5.2.1 and understood educators need to:

Week 16, 27 to 31 May 2024 – 5.2.1 Collaborative learning

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- model cooperative behaviour and nurture respectful and reciprocal relationships
- provide time and space for children to collaborate, and encourage their active involvement.

The following section will show you exactly what to do

Why is the element important?

Element 5.2.1 could help address several fears and behaviours that children may establish specifically if they are **not** supported to collaborate, learn from and help each other. For example:

Fear of Rejection: Children may fear not being accepted by peers due to past experiences or lack of confidence.

Overdependence on Peers: Relying too heavily on others can prevent children from developing their own problem-solving skills.

Imbalance in Effort: Unequal participation in group activities can lead to feelings of frustration or perceived unfairness.

Competitive Attitudes: Constant comparison to peers can foster a competitive environment, leading to feelings of inadequacy.

Hesitance to Ask for Help: Children might avoid seeking help due to fear of judgment or appearing less capable.

Conflict Management Issues: Collaborative activities can sometimes lead to conflicts among children.

Social Isolation: Without collaborative support, some children may feel isolated and disconnected from their peers.

Lack of Empathy: Children who do not engage in collaborative activities may struggle to understand and empathise with others' perspectives.

To eliminate these children's fears, or potential behaviours we use what the element is requesting us to do and become meeting.



It's important to acknowledge and address these fears or perceived fears that children may have. Here is a step-by-step guide on how to do so:

You must practice

Fear of Rejection: Foster an inclusive environment where every child feels valued. For example, start each day with a "welcome circle" where each child is greeted and encouraged to share something positive about their day.

Overdependence on Peers: Balance collaborative activities with opportunities for individual work. For instance, have children work on individual art projects that they later combine into a larger group mural.

Imbalance in Effort: Ensure equitable participation by rotating roles within group activities. For example, in a group cooking activity, rotate tasks like measuring, mixing, and cleaning up, so each child contributes equally.

Competitive Attitudes: Focus on personal growth and teamwork rather than competition. For example, create a "team achievement board" where children can post about their collaborative successes and how they helped each other.

Hesitance to Ask for Help: Encourage a culture where seeking help is normal and valued. Regularly praise children for asking questions and seeking assistance, reinforcing that it's a positive behaviour.

Conflict Management Issues: Teach conflict resolution skills through role-play. For instance, set up scenarios where children practise active listening, empathy, and finding mutually agreeable solutions.

Social Isolation: Promote group activities that include everyone, such as cooperative games where every child's participation is necessary for success. For example, a group relay race where each child contributes to the team's overall performance.

Lack of Empathy: Engage children in activities that require perspective-taking and understanding others' feelings. For example, create a "buddy system" where

older children help younger ones with tasks, fostering empathy and cooperation.

After reading these points, which one(s) do you think you doing well? Describe your practice in detail so it can go directly into you 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.

Scripts and practice examples of things you could say and do

Fear of Rejection: "Good morning, everyone! Let's start our day with a welcome circle. Can you share something fun you did yesterday or something you're excited about today? Remember, everyone's ideas are important, and we want to hear from each of you!"

Overdependence on Peers: "Today, we'll begin our art project individually. Each of you will draw your favourite animal. Later, we'll combine all your drawings into one big mural. This way, we can see how everyone's unique work comes together to create something beautiful."

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Imbalance in Effort: "For our cooking activity, we'll each have a special role. Who would like to measure the ingredients? Who wants to mix everything together? And who will help with the cleanup? We'll rotate these tasks so everyone gets a chance to do each part."

Competitive Attitudes: "Let's add to our team achievement board! Who helped a friend today or worked well with someone else? Remember, our goal is to celebrate how we help each other and grow together, not to see who finishes first."

Hesitance to Ask for Help: "It's great to see you all working so hard! If you ever feel stuck or need help, just raise your hand or ask a friend. Asking for help shows you're interested in learning more and doing your best, and that's a wonderful thing."

Conflict Management Issues: "Sometimes, we might disagree or have different ideas. Let's practise how we can solve these problems. I'll play the role of a child who wants to use the same toy, and you can show me how we can talk and find a solution together by listening and being kind."

Social Isolation: "Let's play a relay race where everyone has an important role. Each of you will run a part of the race and then pass the baton to the next person. This way, we all work together as a team and everyone's effort is essential for our success."

Lack of Empathy: "Today, we'll start our buddy system. Older children will pair up with younger ones to help them with tasks. This way, we learn to understand and support each other. For example, you might help your buddy tie their shoes or read a story."

Building Confidence in Group Work: "Let's play a game where we build a tower using blocks. Each person adds

one block at a time. If the tower falls, we can talk about what happened and how we can work together better next time to make it stronger."

Encouraging Open Communication: "We're going to have a 'talking stick' activity. When you hold the stick, it's your turn to share your thoughts or ideas. Everyone else will listen carefully. This helps us practice talking and listening respectfully."

Promoting Cultural Awareness: "Next week, we will have a Xxxxxxxx_(Cultural) Day. You can bring something special from your culture to share with the class, like a story, a recipe, or a traditional outfit. This helps us learn more about each other and appreciate our diverse backgrounds."

After reading these points, which one(s) do you think you doing well? Describe your practice in detail so it can go directly into you 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.

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