



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.

There are **5 things** that you need to do with your service and educators.

- (1) Review the points from the Law 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 in the educators' section and your section for critical reflection and families and communities.
- (5) Work with your Nominated Supervisor and edit the QIP (SAT for NSW) template provided by Centre Support to ensure it is reflecting your service's practices.

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Regulation 155: Interactions with Children

As an educational leader, you must ensure your service not only complies with Regulation 155 but also excels in creating a nurturing environment for our children. Here's a practical breakdown of how we can achieve this, with real observations:

Encouraging Expression and Opinions (a):

Implementation: Create regular opportunities for children to share their thoughts and feelings, such as daily group time or discussions. Use open-ended questions to prompt their opinions and ideas.

Example: During a storytime session, pause to ask children what they think might happen next or how they feel about the characters' actions. Encourage them to articulate their thoughts.

Observation: Children eagerly raised their hands to share their predictions, with one child suggesting an alternative ending that sparked a lively discussion among the group.

Developing Self-Reliance and Self-Esteem (b):

Implementation: Design activities that allow children to take and receiving positive reinforcement from educators and fellow children.

Maintaining Dignity and Rights (c):

Implementation: Ensure all interactions respect each child's dignity and rights. Use positive language and avoid punitive measures that could undermine their self-worth.

Example: When addressing conflicts, speak privately with the child involved, focusing on understanding their perspective and guiding them towards positive behaviour without shaming or isolating them.

Observation: During a conflict over a toy, the educator took the involved children aside, listened to each child's side of the story, and helped them find a fair solution, ensuring both felt heard and respected.

Positive Guidance and Encouragement (d):

Implementation: Provide consistent, positive reinforcement for acceptable behaviour. Model and teach problem-solving and social skills.

Example: Use praise specifically, such as "I really appreciate how you shared the toys with your friend," and offer gentle reminders about expected behaviour when needed.

Observation: An educator noticed a child sharing their toys and commented positively on the behaviour, which encouraged other children to follow suit, leading to a more cooperative playtime.

Respecting Family and Cultural Values (e):

Implementation: Incorporate cultural awareness into the curriculum and respect each child's background. Engage with families to understand their values and integrate them into the learning environment.

Example: Include cultural celebrations and traditions in the program. Invite parents to share their customs, stories, or foods with the class.

Observation: During a cultural celebration, a parent visited to demonstrate a traditional dance, and children eagerly participated, learning about and respecting each other's cultures.

Regulation 156: Relationships in Groups

Regulation 156 emphasises the importance of promoting positive relationships within group settings. Here's how to implement this practically, with real observations:

Opportunities for Interaction and Relationships (1):

Implementation: Design group activities that promote interaction and teamwork. Ensure all children have the chance to participate and build relationships.

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Example: Organise cooperative games and projects that require teamwork, such as building a community garden or creating a group mural.

Observation: During a group mural project, children took turns painting different sections, discussing their ideas and helping each other reach difficult spots, fostering teamwork and collaboration.

Considering Group Size and Composition (2):

Implementation: Pay attention to the size and makeup of groups to ensure they are conducive to positive interactions. Smaller groups may be beneficial for more focused activities.

Example: For activities requiring deeper interaction, like collaborative storytelling or problem-solving tasks, break children into smaller groups to facilitate closer bonds and effective communication.

Observation: In a small group storytelling activity, children worked together to create a story, each adding their own elements. This led to more focused and meaningful interactions, as opposed to a larger, less organised group where children struggled to contribute.

Case Study: Overcoming Hesitance to Ask for Help

Background: Jack, a boy in Mr Matt's class, was often seen as disruptive during group activities. Initially, the educators attributed Jack's behaviour to his difficult background, as he was a ward of the state. They assumed that his disruptive behaviour stemmed from the emotional turmoil of his past experiences. However, Mr Matt noticed that there might be another underlying issue contributing to Jack's behaviour.

Observation: Mr Matt observed Jack closely during group activities and individual tasks. He noticed that Jack struggled significantly with tasks such as sitting still during group time, writing his name, and using scissors. Unlike his peers, Jack would often act out when these activities were introduced, which was interpreted as disruptive behaviour. Mr Matt began to realise that Jack's behaviour might not be solely due to his difficult past but could also be related to his lack of certain skills.

Hypothesis: Mr Matt hypothesised that Jack's disruptive behaviour was a result of his inability to perform certain tasks, rather than an emotional response to his background. He believed that Jack might be hesitant to ask for help due to a fear of judgment or appearing less capable than his peers.

Intervention: Mr Matt decided to test his hypothesis by providing Jack with targeted support to develop the skills he was lacking. He shared his observations with the other educators, and they collectively agreed to focus on teaching Jack the specific skills he needed. They implemented the following strategies:

Individualised Support: Mr Matt began working with Jack individually to teach him how to write his name. They used fun and engaging activities to make the learning process enjoyable and stress-free.

Scaffolded Learning: During group activities, Mr Matt and other educators provided Jack with additional support. For example, during cutting exercises, they gave Jack easier materials to cut and gradually increased the difficulty as his skills improved.

Positive Reinforcement: The educators praised Jack for his efforts and improvements, no matter how small. This helped build his confidence and encouraged him to keep trying.

Creating a Safe Environment: Mr Matt made sure that Jack felt safe and comfortable asking for help. He reassured Jack that it was okay not to know how to do something and that asking for help was a positive and courageous action.

Outcome: With the consistent support and encouragement from Mr Matt and the other educators, Jack's skills began to improve. He learned how to write his name, sit still during group time, and use scissors effectively. As his abilities grew, his disruptive behaviour decreased significantly. Jack no longer felt the need to act out because he had the skills and the confidence to participate in activities.

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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 Jane asks what Regs apply to collaborative learning. Please respond.		
Mr Ben asks how they know what appropriate group sizes are? Please respond.		
Miss Jackie asks if Reg 155 is relevant. Is it?		

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5.2.1

Collaborative learning

Children are supported to collaborate, learn from and help each other.



Week 16
27.5.2024

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 27.5.24	Demonstrated teamwork and cooperation with children.	Educators and children	Discuss strategies for further enhancing collaboration among children.	Monitor and assess the continued implementation of collaborative practices.
Monday 27.5.24				
Tuesday 28.5.24				
Wednesday 29.5.24				
Thursday 30.5.24				
Friday 31.5.24				

General thoughts or ideas

Week 15, 22 to 26 May 2023 – 5.2.1 Collaborative learning

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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 Jane asks what Regs apply to collaborative learning. Please respond.	Reg 156 'Relationships in groups' is relevant because it requires educators to consider the group sizes and compositions that help children engage in positive interactions with other children.	
Mr Ben asks how they know what appropriate group sizes are? Please respond.	The NQF Guide says (p 461) the following should be considered to ensure group sizes achieve positive outcomes for each child: <ul style="list-style-type: none"> • the physical environment • service philosophy • developmental needs of the children • educators' qualifications and experience • the operational requirements of the service. <p><i>"Group size affects factors such as noise level, the amount of stimulation and level of engagement.</i></p> <p><i>Smaller groups enable children to form caring relationships with one another, engage in meaningful shared experiences and discovery through play. Larger groups can help foster a sense of community and assist in developing strong teamwork and social skills. It is important for educators to consider the context of the group to ensure its size will benefit the experience of each child."</i></p>	
Miss Jackie asks if Reg 155 is relevant. Is it?	Yes, because the 5 things it mentions, including considering the family and cultural values, age, and physical and intellectual development and abilities of each child, contribute to effectively implementing collaborative learning element 5.2.1.	

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