



Law & Regs

Guiding Principles of the National Quality Framework

- The rights and best interests of the child always come first.
- Children are capable, confident learners.
- This law supports equity, inclusion, and diversity for all.

- Australia's Aboriginal and Torres Strait Islander cultures are valued and respected.
- Parents and families play an important role and should be supported.
- Education and care services should always aim for best practice.

Educational Program (Section 73)

An educational program should help every child achieve these key outcomes:

- They feel a strong sense of identity.
- They feel connected to and contribute to their world.
- They have a strong sense of wellbeing.
- They are confident and active learners.
- They are effective communicators.

Interactions with Children (Section 155)

Education and care services must ensure they:

- Encourage children to express themselves and share their opinions.
- Offer experiences that build children's confidence and independence.
- Always respect the dignity and rights of each child.
- Provide positive guidance to help children learn appropriate behaviours.
- Take into account each child's family background, culture, age, development, and abilities.

Why is the element important?

Looking at the element in detail - A service reviewed what the NQF Guide said about element 6.2.2. They identified the key requirements to be:

- Knowing and understanding each child's strengths, needs, and circumstances, including family situation, home language, and culture.

- Working with families to eliminate barriers to children's participation.
- Being aware of personal beliefs and values that might affect a child's access and participation.

What could potentially go wrong if educators didn't do the above?

Social and Emotional Impact: When educators don't take the time to understand each child's unique strengths, needs, and background, some children might be unintentionally left out of certain activities. This can result in feelings of being left behind or isolated, which can harm their emotional and social development.

Barriers to Inclusion: If educators fail to work closely with families to address any obstacles a child might face, it can prevent full participation. For instance, a child with mobility challenges may find it difficult to engage in certain activities unless suitable adjustments are made. Without this collaboration, the child's ability to learn and thrive could be limited.

Lack of Cultural Awareness: Ignoring the diverse cultural backgrounds, languages, and family contexts of children can lead to misunderstandings or lack of sensitivity in the program. For example, not recognising cultural holidays or traditions might make children and families feel excluded or disrespected, creating an unwelcoming environment.

Unexamined Biases: Educators may unknowingly allow their personal beliefs or values to interfere with how they interact with children and families. For example, an educator with unconscious bias towards a particular parenting style may struggle to engage positively with families who practice it, leading to misunderstandings and reduced access for those children.

Missed Learning Opportunities: When these factors are not properly addressed, children may miss out on valuable learning experiences. This can affect their ability to fully engage in the program and hinder their growth and development, potentially limiting their success in the long term.

Week 32, 14 to 18 October 2024 – 6.2.2 Access and Participation



You must practice

It's important that we are aware how effective partnerships support children's access, inclusion and participation in the program.

To address the issues raised in the previous section, look at the following practice examples for guidance.

Promoting Social and Emotional Well-being: Educators can foster inclusion by recognising each child's unique abilities and needs. For example, by designing flexible activities that cater to a range of skill levels, every child can participate. Regularly checking in with children to understand their preferences and feelings ensures they feel valued and included, supporting their social and emotional development.

Removing Barriers to Participation: To ensure full participation, educators should actively collaborate with families to understand and address any barriers children might face. For example, for a child with a disability, working with the family to create tailored support or adjustments, such as providing accessible materials or equipment, ensures the child can engage fully in all activities. This teamwork helps the child grow and learn without limitations.

Embracing Cultural Awareness: Creating a culturally responsive program means incorporating the home languages, traditions, and customs of all children into daily activities. For instance, celebrating diverse holidays or using songs and stories from different cultures ensures that children and their families feel respected and welcomed. This helps build an inclusive environment where every child feels connected to their heritage and valued by their peers.

Reflecting on Personal Biases: Educators should regularly engage in self-reflection to become aware of any personal beliefs or values that could impact their practice. For example, participating in professional development on cultural competence or inclusive practices can help educators recognise unconscious biases. This enables them to approach all children and families with an open mind, creating positive relationships and supporting equitable participation.

Maximising Learning Opportunities: By being proactive and mindful of each child's circumstances, educators can create rich learning experiences that cater to individual needs. For instance, offering a variety of learning options—such as hands-on activities, group work, or quiet reflection spaces—ensures that all children can engage in ways that suit their learning styles. This enhances their educational journey and helps them reach their full potential.

After reading these points, which one(s) do you think you are 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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