



Law & Regs

Regulation 100: Risk Assessment for Excursions

Before getting permission for an excursion under Regulation 102(4), you need to do a risk assessment following Regulation 101.

Exemption from Risk Assessment:

A risk assessment isn't needed if it's a regular outing, has had a risk assessment in the past 12 months, and the excursion already had a risk assessment.

Regulation 101: Conduct a Risk Assessment

A risk assessment for an excursion must identify and manage risks and consider things like the route, any water hazards, transport, supervision, activities, how long it will last, and what items are needed.

Regulation 102: Authorisation for Excursions

(2) A child cannot go on an excursion without written permission from their parent. This must include details like the purpose, date, destination, transport, activities, duration, staff ratios, and availability of the risk assessment. Penalties apply if not followed.

(5) For regular outings, parent permission is needed once a year.

Why is the element important?

Looking at the element in detail - A service reviewed what the NQF Guide said about element 6.2.3 and understood there were two parts to the element:

1. Building connections to the community
2. Building relationships once connections are made.

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

Limited sense of belonging: Without connections to the community, children may feel isolated and miss out on developing a sense of belonging, affecting their social and emotional well-being.

Regulation 4: Definition of Regular Outing

A regular outing is a recurring trip that is (a) part of the educational program and (b) has the same risk factors each time.

Missed cultural learning: If educators don't build relationships with diverse community groups, children may lack exposure to different cultures, leading to a limited understanding of Australia's cultural diversity.

Reduced learning opportunities: Failing to engage with community members can result in fewer enriched learning experiences, such as excursions or guest visits, missing valuable educational extensions.

Weak community trust: Without relationships with local services or professionals, families may not trust the service as a supportive partner, impacting overall satisfaction and engagement with the service.

Stereotypes persist: Not building strong community links can result in missed opportunities to challenge stereotypes, particularly regarding gender roles, disabilities, and cultural backgrounds.

Limited support for additional needs: Without partnerships with health or cultural organisations, children with additional needs may not receive appropriate resources or interventions, limiting their potential for development.

Failure to embed Indigenous perspectives: Educators who do not engage with local Aboriginal and Torres Strait Islander communities miss the chance to embed these important perspectives in the curriculum, reducing children's understanding of Australia's First Nations culture and history.



You must practice

It's important that we build relationships and engages with your community.

6.2.3, which focuses on community engagement in early childhood education and care services, indeed has two key components: building connections to the community and building relationships once connections are made.

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

Week 33, 21 to 25 October 2024 – 6.2.3 Community Engagement

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Fostering a sense of belonging: Organise regular excursions to local parks, libraries, and community events. This helps children build connections with their surroundings, promoting a stronger sense of belonging as they interact with familiar places and people.

Embedding cultural learning: Invite community members from diverse cultural backgrounds to share stories, songs, or traditional practices with the children. For example, a parent from the service could lead a cooking demonstration or celebrate a cultural festival, broadening the children’s understanding of different cultures.

Expanding learning opportunities: Plan activities where local professionals, such as firefighters, police officers, or **artists**, visit the service to speak with the children. This provides meaningful learning experiences and helps children connect with roles in their community.

Building community trust: Establish open communication with local services such as health clinics, libraries, or support groups. Share these resources with families and regularly update them on how these services contribute to their children’s development, building trust between the service and the community.

Challenging stereotypes: Invite guest speakers or community members who represent a range of abilities, genders, or cultural backgrounds to engage with the children. For example, a female mechanic could talk about her job, helping to break down gender stereotypes and show children diverse role models.

Supporting additional needs: Build strong connections with local health professionals, like speech therapists or occupational therapists, who can visit the service or offer advice. This ensures that children with additional needs are supported through tailored programs or interventions, contributing to their development.

Embedding Indigenous perspectives: Work with local Aboriginal and Torres Strait Islander elders or community groups to include culturally respectful activities in the curriculum. This could involve learning about the local land, creating art inspired by traditional techniques, or celebrating NAIDOC Week with community involvement, fostering respect for Australia’s First Nations culture.

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.