



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.

There are **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) To learn more about this week's element watch this video.
<https://vimeo.com/533358522/8f04858aa7?sshare=copy> with Tara
<https://vimeo.com/manage/videos/556447607/f16f2d7963> with Matt
- (4) 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.
- (5) Explore the exceeding themes with the examples in the educators' section and your section for critical reflection and families and communities.
- (6) 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.

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



Ten effective steps to help your educators gain a better understanding of neurodivergence.

Step 1: Understand the NQF Element 6.2.2

- Review Element 6.2.2.
- Identify the key requirements:
 - 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.

Step 2: Define Neurodivergence

- Understand what neurodivergence means, including conditions such as autism, ADHD, and learning differences.
- Recognise that neurodivergent individuals have brains that function differently from the neurotypical population.

Step 3: Access the Australian Institute of Family Studies Webinar

- Visit the provided link to the Australian Institute of Family Studies webinar on supporting neurodivergent children.
- [Australian Institute of Family Studies webinar](#)
- Watch the webinar or read the transcript to gain insights into identifying neurodivergence and effective strategies for helping neurodivergent children.

Step 4: Reflect on the Webinar

- Reflect on the information you've learned from the webinar.
- Consider how the strategies and insights shared in the webinar can be applied in an educational setting.

Step 5: Share Knowledge with Educators

- Share the key takeaways and strategies from the webinar with educators at your service.

- Emphasise the importance of simplifying language, creating structured environments, understanding sensory triggers, and providing explicit support.

Step 6: Highlight Strengths and Individuality

- Remind educators that neurodivergence comes with both strengths and challenges.
- Stress that it is only problematic if adults cannot respond appropriately.
- Encourage educators to tailor their approaches based on each child's specific strengths and needs.

Step 7: Foster Collaboration

- Promote collaboration between educators, families, and specialists.
- Stress the importance of working effectively with families and professionals to support neurodivergent children.

Step 8: Continuous Learning

- Encourage educators to engage in continuous learning and professional development.
- Recommend further resources, workshops, or training opportunities for educators to expand their knowledge and skills in supporting neurodivergent children.

Step 9: Evaluation and Feedback

- Regularly assess the effectiveness of the strategies implemented in the educational setting.
- Encourage educators to provide feedback and share their experiences with supporting neurodivergent children.

Step 10: Adapt and Improve

- Based on feedback and outcomes, adapt and improve the support strategies as needed.
- Continuously refine the approaches to better meet the specific needs of neurodivergent children.

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



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 Milena asks what Regs cover element 6.2.2 access and participation. Please respond.		
Mr Jose says he thinks the guiding principles of the National Law cover the element. Is he right?		
Miss Sofie asks whether they have to take children with a disability. Do they?		

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

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**Educational Leader weekly sheet**

Date	Educational Leader activity	With whom?	Comments	Follow up
Monday 14.10.24	Held a parent-teacher meeting.	Parents	Discussed children's progress and addressed parents' questions.	Schedule regular parent-teacher meetings for ongoing communication.
Monday 14.10.24				
Tuesday 15.10.24				
Wednesday 16.10.24				
Thursday 17.10.24				
Friday 18.10.24				

General thoughts or ideas

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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 Milena asks what Regs cover element 6.2.2 access and participation. Please respond.	There are no specific regs covering this element. However, there are several that indirectly relate to the element eg: <ul style="list-style-type: none"> Reg 73 'educational program' which says the program must contribute to the child's sense of wellbeing Reg 155 'Interactions with children' which says education and care must maintain the dignity and rights of each child at all times 	
Mr Jose says he thinks the guiding principles of the National Law cover the element. Is he right?	Yes – Law section 3(3c) says equity, inclusion and diversity underlie the Law.	
Miss Sofie asks whether they have to take children with a disability. Do they?	Under the Commonwealth Disability Discrimination Act 1992 it's unlawful for any staff member at a service to harass, victimise or discriminate against an enrolled child, or a child seeking to enrol, in relation to their disability. Disability includes physical, intellectual, sensory, neurological and learning disabilities. Discrimination includes the failure to make reasonable adjustments to a policy, practice, procedure, program or environment that enables a child with disability to access and participate in the service on the same basis as other children.	

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