



Law & Regs

Section 161 & 162 Offences:

Operating an education and care service without a nominated supervisor (Section 161, 161A) or responsible person (Section 162) is an offence, subject to significant penalties.

Regulation 117B Day-to-Day Charge: A person in day-to-day charge must be at least 18 years old and compliant with certain knowledge and legal history requirements.

Regulation 118 Educational Leader: An educational leader must be appointed to lead the development and implementation of educational programs.

Regulation 120 Supervision of Young Educators: Educators under 18 must be supervised by someone at least 18 years old and cannot work alone.

Regulation 126 Educator Qualifications: 50% of educators must have or be in progress towards a diploma level qualification, while others must have or be pursuing a certificate III level qualification, with specific clauses for probationary periods and NSW exceptions.

Regulation 150 Responsible Person Records: The service must keep records of the responsible person when children are being educated and cared for.



The following section will show you exactly what to do to ensure your practice is meeting.

You must know

Why is the element important?

A service reviewed what the NQF Guide said about element 4.1.1 and understood the effective organisation of educators:

- supports children to engage in meaningful learning and interactions with educators
- ensures the safety and wellbeing of children.

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

Limited Engagement in Learning: If educators are not organised effectively, children may miss out on the guidance they need to fully participate in learning activities. This could lead to disinterest, disengagement, and fewer opportunities for developing cognitive, social, and emotional skills.

Inadequate Supervision: Without a structured approach to organising educators, there could be gaps in supervision, increasing the risk of accidents or incidents. This would compromise the safety and wellbeing of children and expose the service to non-compliance risks.

Inconsistent Care: Poor organisation can lead to inconsistent care where children do not interact regularly with familiar educators. This inconsistency can affect children's sense of security and hinder the development of trusting relationships, impacting their overall wellbeing.

Communication Breakdowns: If educators are not properly organised, effective communication with families can suffer. Parents may feel out of the loop or receive inconsistent information about their child's progress, leading to mistrust or dissatisfaction with the service.

Higher Stress Levels Among Educators: Disorganised staffing arrangements can result in educators being stretched thin, leading to stress and burnout. This not only impacts educators' wellbeing but also affects their ability to engage meaningfully with children.

Missed Opportunities for Inclusive Practices: A lack of thoughtful organisation may mean that children with diverse needs or backgrounds do not receive the necessary support. This can limit their participation and create an environment where inclusivity is not effectively fostered.

Inefficient Use of Strengths: If the strengths and skills of educators are not considered when organising the team, learning activities may not be as engaging or

Week 36, 11 to 15 November 2024 – 4.1.1 Organisation of Educators

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effective. This can result in missed opportunities for children to benefit from educators' unique talents, such as storytelling or creative arts.

Weakened Educator Relationships: Poor organisation can lead to miscommunication and tension among staff, impacting teamwork. This affects the overall learning environment as educators struggle to collaborate effectively, reducing the quality of interactions with children.



You must practice

It's important that the organisation of educators across the service supports children's learning and development.

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

Structured Daily Routines: Establish clear routines with defined roles for each educator, such as leading circle time or overseeing outdoor play. This ensures smooth transitions and meaningful interactions.

Balanced Team Composition: Pair experienced educators with newer team members to foster mentorship and provide children with both seasoned and fresh engagement.

Flexible Supervision Plans: Create supervision plans that assign educators to specific areas and rotate roles to maintain alertness and consistent safety.

Strong Communication Protocols: Implement daily briefings and debriefings, ensuring educators are present at drop-off and pick-up times to update families and maintain communication.

Buddy System for Educators: Use a buddy system so educators can support each other during transitions or high-energy activities, ensuring continuous child engagement and safety.

Skill-Based Assignments: Assign educators to activities that match their strengths, like music or

sports, to keep children engaged and learning through diverse experiences.

Professional Development Integration: Share knowledge from training sessions and incorporate new strategies into daily practice, promoting continuous improvement.

Regular Reflection and Feedback: Hold regular reflection meetings to review practices, gather feedback, and make necessary adjustments to improve children's learning outcomes.

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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