



Educational Leader

Each child's current knowledge, strengths, ideas, culture, abilities, and interests are the foundation of the program.

The five different parts of element 6.1.2 are:

1. *What is the families' expertise?*
2. *What is the families' culture?*
3. *What are the families' values and beliefs?*
4. *Are these things respected?*
5. *Are families included in making decisions about their child's learning and wellbeing?*

Last week we looked at the connections between the EYLF, National Law and Regulations. This week we're doing this again, so you can help educators understand connections, and why they're important ie

- there's \$4,000 fines (or \$20,000 if Approved Provider a company etc) for not complying with section 168 below
- it's their job to properly implement the EYLF and comply with the Law/Regs.

National Law Section 168 Offence relating to required programs says the educational program must be:

Element 6.1.2 is perhaps best summed up in the EYLF Principle 'Partnerships with Families.' Let's have a look at what the EYLF says and link it back element 6.1.2 p 262 NQF Guide:

EYLF Partnerships with Families	NQS 6.1.2 Parent views are respected	Comment
<i>"Educators recognise that families are children's first and most influential teachers."</i>	<i>"Educators recognise that families are children's first and most influential teachers"</i>	Families have shaped children's values and beliefs and have the best understanding of the child's interest, strengths needs etc.
<i>Educators create a welcoming environment where all children and families are respected and actively encouraged to collaborate with educators about curriculum decisions</i>	<i>When educators communicate with families to find out about their child's evolving preferences, experiences and routines, and respect the expertise, cultures, languages,</i>	When families are respected and understand they're valued they're more likely to share in decisions about their child's learning and wellbeing.

- (a) based on an approved learning framework (eg EYLF) and
- (b) **be delivered in a manner that accords with the approved learning framework** (ie meet the EYLF principles, practices and learning outcomes) and
- (c) **be based on the developmental needs, interests and experiences of each child** and
- (d) **designed to take into account the individual differences of each child.**

One of the best ways of discovering a child's needs, interests and experiences is to engage with their parents/families and ask them to share the knowledge and understanding they have of their child (ie their expertise.) (168 (c))

Again, one of the best ways of programming for each child's unique differences is by recognising that parents/families are the ones who know their child the best, and encouraging them to contribute to decisions you make about the child's learning. (168(d))

Week 5, 1-5 March 2021- 6.1.2 Parents views are respected

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EYLF Partnerships with Families	NQS 6.1.2 Parent views are respected	Comment
<i>in order to ensure that learning experiences are meaningful.</i>	<i>values, beliefs and child-rearing practices of families, they are able to:</i> <ul style="list-style-type: none"> • <i>better support each child's learning and wellbeing</i> • <i>develop a tailored educational program that builds on each child's background, strengths and promotes their development</i> 	
<p><i>Learning outcomes are most likely to be achieved when early childhood educators work in partnership with families.</i></p> <p><i>Partnerships are based on the foundations of understanding each other's expectations and attitudes, and build on the strength of each others' knowledge.</i></p>	<p><i>Genuine partnership relationships which include shared decision-making with families support consistency between children's experiences at home and at the service, which positively enhances children's learning, wellbeing and inclusion.</i></p>	<p>Educators show parents their expertise, culture, values and beliefs are respected, understood and valued when they include them in the program.</p>
<p><i>In genuine partnerships, families and early childhood educators:</i></p> <ul style="list-style-type: none"> • <i>value each other's knowledge of each child</i> • <i>value each other's contributions to and roles in each child's life</i> • <i>trust each other</i> • <i>communicate freely and respectfully with each other</i> • <i>share insights and perspectives about each child</i> • <i>engage in shared decision-making.</i> 	<p><i>In a service environment where families are respected and share in decision-making, families and educators are supported to value each other's knowledge and roles, and communicate freely and respectfully.</i></p>	<p>The best outcomes for children come about when educators and parents/families communicate in an open and professional way where each side values and recognises the expertise and insight the other side has.</p>

Week 5, 1-5 March 2021- 6.1.2 Parents views are respected

Incident, Injury, Trauma and Illness Policy

- Parents must be notified about incidents involving their child as soon as possible (and no later than 24 hours after incident)
- Educators will complete an Incident, Injury, Trauma and Illness Record
- Policy contains first aid procedure and guidelines on contents, storage and regular reviews of first aid kits
- The Nominated Supervisor will notify the Regulator within 24 hours of any 'Serious Incidents' which include:
 - if a child has a serious injury or illness which needed or should have received urgent medical attention from a doctor or hospital
 - if a child is missing, is mistakenly locked in or out of the service, or is collected without authorisation
 - if emergency services attended because of likely/severe risk to someone's health, safety or wellbeing
 - if someone complains that a 'Serious Incident' has occurred/is occurring or the National Law or Regulations have been breached
 - if any children are being cared for in an emergency
 - any incidents causing service to close/partly close
- The Nominated Supervisor will notify the Regulator within 7 days:
 - of any circumstances that pose a risk to the health, safety and wellbeing of a child
 - of any incident, complaint or allegation that a child is or has been physically or sexually abused at the service
- The Nominated Supervisor will notify the WHS Regulator about any 'notifiable incident under Work Health and Safety legislation as soon as possible.

Do you have any feedback or comments about these policies? Please include below.

Educator's Name	Educator's Signature

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