

Educators

Families are supported from enrolment to be involved in the service and contribute to service decisions.

Case Study - Critical Reflection

After critically reflecting upon the element a Centre understood that the element has three different sections

1. Families are supported from enrolment
2. Families to be involved in the service
3. Families to contribute to service decisions.

Breaking the element down makes it easier to work out what needs doing.

Action from critical reflection – Families are supported from enrolment

A centre visits children’s home before they start to ensure families are supported, and children get to meet and spend time with educators in their own home.

Children benefit from meeting educators in their home environment as it’s where they feel most safe and secure. They recognise that their parents have let these people into their home, so they can be trusted. When children start at the centre, they have a familiar person to reach out to, which helps with their transition, especially in those first few days and weeks.

The visit helps educators to feel more comfortable with parents, and gives educators things to talk about with each child, strengthening the link between home and the centre.

The visit also helps develop relationships between parents, educators and children before children even start. Educators chat and have a coffee with parents or guardians on home visits, learn about children’s interests and favourite toys etc, look at family photos and meet family pets. Parents have the time and opportunity to talk on a more involved level with educators. Parents realise that they’re important to us (as well as their child) as we’ve made the effort to visit them. This helps create a bond from the very first day, and the bond is reinforced as parents now have someone familiar to leave their child with on that day rather than a complete stranger. This all paves the way for strong relationships to develop, which encourages parents to be involved in and contribute to service decisions, because they know how much we value them.

Where is your practice compared to this?

What will you need to do to implement a home visit program?

2. Families to be involved in the service

Critical Reflection

After critically reflecting upon this section of the element educators thought the **theorist - Urie Bronfenbrenner** (1917 – 2005) could help. He said families play an important role in children's development, and suggested parents' occupations are a key factor.

Action after critically reflecting

Educators decided they didn't really know their parents' occupations. They needed to find out what they are and how they can be used to involve families in the service. Educators went through the list of all the children and their parents/guardians, and then wrote how they could use the occupations so families could be involved.

Child: Jaydan

Mum works at a supermarket on the registers

Mum could teach the children about:

- the different ways people pay for their groceries
- the most common items families buy
- how a laser works reading the bar codes
- how weight can be used to work out the price of vegetables and fruit
- rosters and how they are worked out so people know when to work.

Your activity: look at the occupations of each child's parents and work out how you could involve the parents in the service.

Go further by visiting the families' workplaces where possible.

We visited Jackson's father's work, Audio Direct, where we were shown the storage area and saw stage parts, disco balls, fold lifts, speakers and TVs.



3. Families to contribute to service decisions

Critical Reflection

After critically reflecting upon this section of the element educators wondered what service decisions families could be involved in.

Action after critically reflecting

Educators started to create a list of service decisions and then worked out how families could be involved. The easiest way to start was looking at complaints and then getting families to help address them eg:

- Too hot/cold/wet to play outside
- Managing bullying/biting incidents
- Dealing with soiled clothing from toileting accidents. (A parent wanted the underpants thrown out.)
- Food included/excluded on menu
- Implementing illness/exclusion/infection control practices (eg when is a fever infectious)

What service decisions can your families be involved in?

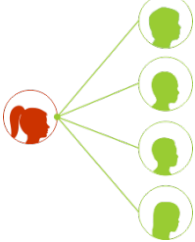
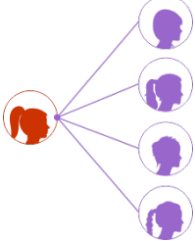
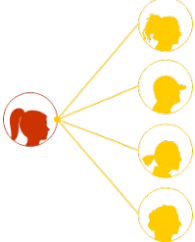
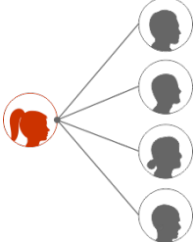
Week 3, 15-22 February 2021- 6.1.1 Engagement with the Service

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The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives..” Pick one of the following reflection points to complete the table below:

- You’d love to get families contributing to a new service philosophy. How could you successfully encourage families to get involved?
- You’ve organised cooking and reading activities with families before, but now it’s time to think outside the box and involve families in leading other experiences? How will you do this?
- A new parent is concerned her child is not settling at the service? What conversations do you have with the parent, and what actions do you take?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>	<p>I’d love my or dad to visit the centre and talk to my friends about what they do at work.</p>	<p>Look at the occupations of each child’s parents and work out how you could involve the parents in the service.</p>
 <p>an educator</p>	<p>I don’t have to think up a new activity when parents visit the centre. But I still need to prepare to make sure the visit is a success. Some parents may not know how to lead a discussion with a bunch of children.</p>	<p>Have a list of points or questions about the parent’s occupation that I can use to guide the parent’s interactions with children.</p>
 <p>your families</p>	<p>I guess children could be interested in what I do for a job. I’m a bit nervous about talking with them though. How much detail should I include? How simple does it have to be?</p>	<p>Talk to the parent beforehand and reassure them that children are interested in everything!</p>
 <p>theorist and current research</p>	<p>Urie Bronfenbrenner (1917 – 2005) said families play an important role in children's development, and suggested parents’ occupations are a key factor.</p>	

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 <p>your families</p>		
 <p>theorist and current research</p>		

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Week 3 - 15.2.2021
Monday to Friday



Complete your QIP

The information you write below can go directly into your QIP or Self-Assessment Tool (SAT) (NSW ONLY)

Instructions

For a MEETING QIP and Self-Assessment Tool (SAT)	For Exceeding the QIP and Self-Assessment Tool (SAT)
<i>Give an example of a recent enrolment where you talked with the parents about what they expected their child to do and learn at the Service.</i>	<i>Give an example of a time you changed the way you presented information or communicated with a family to help them understand their child's learning or contribute to service decisions eg reviews of policies and procedures.</i>
<i>Give an example of how you ensure parents understand how their child's learning and development is progressing.</i>	<i>Give an example of a time you've helped connect a family with a local organisation that could help support their needs or those of their child.</i>
<i>Please explain how you give all parents opportunities to participate in or lead activities and experiences?</i>	<i>Please explain how you've integrated the special or unique things in/about your local community into learning activities or to support improved relationships with families.</i>
If you cannot answer these questions above the you are not meeting. This means you need to create an improvement plan and make changes to your practice	If you cannot answer these questions above the you are not exceeding. This means you need to create an improvement plan and make changes to your practice

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Checklist

Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If you embed all the things in the checklist, then you are meeting the Element 6.1.1. If there's something on the checklist that you're not doing, then you need to either adjust your practice to do it, or ask for help and training to do what's on the checklist ie work with your educational leader or room leader who should teach/coach you how to do it.

The checklist keys to use.

- E** = Embedded I do that **ALL** the time
- K** = I **know** I need to do that, but I don't do it all the time
- T** = Please **teach** me how to do it or improve my understanding of why I need to do it.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

Pre-enrolment and Orientation	ED1	ED2	ED3	ED4	ED5
During pre-enrolment visits or orientations, do you talk with new families about room routines, children's routines and families' values and expectations for their child's care and learning?					
Do you reflect on ways you can meet families' expectations and promote continuity of care between home and the Service?					
Do you make sure you fully understand any specific medical/behaviour/nutrition/physical activity/learning needs children may have and any related services they access and regularly involve families in decision making processes around these needs?					
Do you share information with families about strategies you will use and they can use to help their child happily settle at the Service as soon as possible? eg 'Robyn Dolby style' handover conversations, immediately engaging child in interest, hugging and soothing child etc					
Do you consider the individual needs of each child and family when helping children settle-in at the Service?					
Do you give families honest information about how their child is settling – in?					
Communication					
Are you always polite, respectful and professional when communicating with families, children and other staff?					
Do you know parents' names and do you always use them in conversation and other communications?					
Do you regularly encourage families to help build curriculum by sharing their culture, jobs, interests etc?					
Do you regularly share information with families about their child's participation in the Curriculum, and their achievements and needs?					
Do you respond to families' questions, concerns and requests quickly and professionally?					
Do you show families relevant policies and procedures where relevant and encourage them to participate in updates and reviews?					
Do you always act on (or pass on) comments, suggestions or information from families which could improve practice or be useful for the Service's Quality Improvement Plan?					

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