



Case Study



Community



Theory



Critical Reflection



Complete QIP



Educators

The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child’s learning and wellbeing.

Case Study - Critical Reflection

After critically reflecting upon the element educators at a Centre understood that the element has five different sections:

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?*

Action from critical reflection – parents views are respected

Expertise – The service started to think about what their families were experts at. It soon became apparent that the parents have a lot of expert skills they were willing to share.

John – the auditor. A parent was waiting in the service foyer and noticed a waiver on display was out of date. He mentioned this to the Nominated Supervisor along with describing his job as an auditor for his work. The Nominated Supervisor asked John if he would be interested in auditing the service’s medical and chemical storage, along with medical management plans. He was more than happy to. Audit dates were arranged, educators informed of the process and John

worked with the service to conduct the audits. This met the part of the element, *families included in making decisions about their child’s ‘wellbeing’.*

Estelle – theatre nurse manager has a lot of experience managing people in highly stressed environments. The room leader of the toddlers room invited her in to share with the educators how she managed people in these high stress environments and share tips for the toddlers team.

What family **expertise** could you use in your service?

Culture – Travel restrictions have created both stress for families, but also more ways that technology can be used to help families to stay connected. Tristan identified this while talking to a family about how they miss their grandparents in Fiji, and how they started using more zoom and skype calls. Tristan worked with the family and arranged a regular zoom call with them every two weeks. This has now grown to include the service regularly making zoom and skype calls/meetings with nine children’s grandparents from around the world. This valuable information from families was incorporated into the program and learning documentation.

What family **culture** could you incorporate into the program?

Values – Values are an interesting thing and are different for each person and family. Kerrie was very interested in one of her families as they came from India. She started the conversation and just asked the mother to describe what she saw as the noticeable differences between India and Australia. The mother said, “the sky, Kerrie you have no idea how beautiful your sky is here in Australia, so big and so wonderfully blue. Where we came from, we couldn’t see the sky, it was too polluted.” Kerrie discovered her family values our nature and clean environment. Knowing this, it was easy to incorporate the family’s values by adding more nature and sustainable practices into the program.

What do your families **value** and how could you incorporate them into your program?

Beliefs & Families included in making decisions

Feedback was received from some Middle Eastern families 'No sandpit, no like, very bad, sand in hair.' Educators discussed the importance of sensory play and educational concepts with the families and invited them to curriculum meetings to help them appreciate why sand is used for learning. After the meeting the parents agreed to provide the children with the opportunity to play with sand at a table or trough to support their

family’s ideas and solve the problem of sand in their child’s hair.

What **beliefs** do your families have that are different to your beliefs?

Identify when you are scared to ask questions of families.

We need to identify when we are scared and fearful of asking questions. For example, educator Kellie would never ask families about their culture because she was afraid she would offend them, or if she did implement something she thought it could be seen as tokenistic.

What questions are you **scared** to ask of your families?

Kellie discovered families love to share their expertise, culture, values, and beliefs. She just needed to allow the relationship to develop and the sharing to begin.

Tips

Conduct formal quarterly educator and portfolio meetings with families during the year. This allows you to showcase your wonderful work as an educator and for the families to provide feedback, suggestions, and ways to extend the program.

Invite parents to try teaching practices that you have been using in the service with their child and share the results.

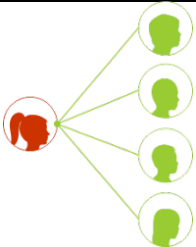
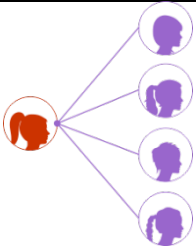
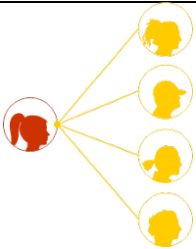
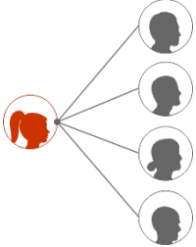
Use text messages to ask for feedback.

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



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:

- Are you getting enough feedback from families about children’s strengths, interests, needs etc? How could you increase the amount of information you receive?
- How do you know you’re meeting families’ expectations about the activities and learning the centre should be providing for their child?
- How might families feel when you don’t implement a request or use the feedback they provide? What will you change?

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 love going out ‘cos it’s good meeting people, and their kids or animals. I really like dogs too so my favourite place is the park where lots of people take their dogs for a walk” (Arlo).</p>	
 <p>an educator</p>	<p>“Wow! it’s great that Arlo’s having fun outdoors. I love dogs too so we could do some dog activities.</p> <p>Hang on – is mum concerned about Arlo’s safety? Maybe I should include some learning about stranger danger and dog safety in the program.”</p>	<p>Be more attuned to what parents say. It might be hard to ask a parent straight out, “what do you think children should be doing/learning,” but if you listen you can often pick this up from the little things they say.</p>
 <p>your families</p>	<p>“Arlo loves going up to strangers to introduce himself, talk and pat any dogs. I need to constantly watch him (Arlo’s mum).”</p>	
 <p>theorist and current research</p>	<p>David Ausubel’s (1918-2008) theory focuses on meaningful learning (as opposed to rote learning). People learn new things by relating it to what they already know.</p> <p>eg Arlo can learn new things like staying safe around dogs by linking it to what he already knows about dog’s behaviour.</p>	

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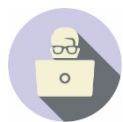
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Week 5, 1-5 March 2021- 6.1.2 Parents views are respected

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Week 5 – 1.3.2021
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 activity you implemented based on discussions/feedback with families about a child's needs, interests, strengths etc.</i>	<i>Can you explain how the way families see/understand their role influences how they participate in children's learning or decision-making?</i>
<i>How do you share children's achievements and your interactions with them during the day with families? Please don't just say through conversations. What actions do you take?</i>	<i>Give an example of an activity you implemented because you knew about a family's culture/ values/ expertise etc through your consistent engagement with a child's family?</i>
<i>Can you describe a time where you needed to put aside your personal beliefs/values to progress a child's learning or development?</i>	<i>Explain how the practices you implement to meet Element 6.1.2 align with /complement your service philosophy.</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

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

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6.1.2 Parent views are respected



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 1.1.2. 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	

	ED1	ED2	ED3	ED4	ED5
Do you invite families to share their knowledge, skills, expertise, family life and culture - either directly with children, or with you so you can include in the curriculum? The sharing may involve artefacts, photos, stories, talks, demonstrations etc.					
Do you discuss with families what they value and expect their child to learn eg social skills, literacy/numeracy, physical development – and ensure this is included in the curriculum where appropriate?					
Do you regularly talk with families about their child's needs, interests, preferences and strengths (in a private space if required) and use the information when implementing curriculum and care routines?					
Do you adapt your practice so each child can best achieve their learning outcomes given their particular family and community situation - without letting your personal beliefs and values impact outcomes?					
Do you regularly share with families each child's achievements and your interactions with them eg at drop off/pick up, through Facebook groups?					
Do you regularly give families opportunities to make decisions or provide feedback about their child's learning eg through unscheduled 'in-room' discussions about activities/curriculum, formal appointments/interviews, via email, Facebook groups etc – and implement their decisions/feedback?					
Do you build strong relationships with families and use these to help implement consistent routines at home and the service which comply with service policies, and ensure children's rights eg behaviour, toileting, sleep/rest, food, transitions etc?					
Do you tell families about any incidents involving their child as soon as possible (and always before they collect their child)?					

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