



Educational Leader

Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.

A service broke down the sections of the elements, identified two key words, **parenting and wellbeing**, then added a question to it to identify practice.

1. How do you provide families with information about service operations?
2. How do you provide families with information about parenting support and resources in the community?
3. How do you provide families with information about wellbeing and resources in the community?

How good are your educators at face-to face communication?

Effective communication is a critical part of meeting Element 6.1.3. Many young educators now are used to communicating primarily on mobile devices and through social media platforms. What happens when they need to have meaningful conversations with families using empathy and open, expressive communication? You may need to help build your educators' communication and relationship skills so they can effectively find out what families need help with and share relevant information. Perhaps coach educators in the following communication rules/tips, role model it and encourage them to practise as part of the coaching process.

1. Smile

We often forget the other person may not be confident enough to talk to you. The first rule is smile. When someone new enters the room or space smile at them. Continue smiling and look the person directly in the eyes. People think you're not interested or being dishonest if you avoid eye contact. When two people make eye contact, effective communication can start.

Also people trust you more when you look them in the eye.

2. Know their name and repeat it

Saying a name aloud helps to cement it in your memory. The easiest way to find out a person's name is by introducing yourself and saying you haven't met them before or been formally introduced. When asking someone's name, repeat it immediately. Use the person's name often during the conversation.

3. Get the other person to talk about themselves

Start conversations with a 'getting to know you' question that will lead to an open-ended question with more than a yes or no answer eg "What do you do for work?"

4. Show that you're listening

As the old saying goes, you have two ears and one mouth for a reason. Listen twice as much as you speak. Show interest when they answer eg "mmm (nod nod nod) this sounds fantastic." Showing interest helps the other person feel more at ease and boosts their confidence. It also creates a situation where the other person feels obliged to reciprocate. Talking about themselves for a while tends to make people want to return the favour by asking you a question and then listening as you speak.

5. Stay focused

Keep your end of the conversation short if you want it to continue. Forget about the weather, rest time, how much their child ate and politics, religion and children's behaviour. Don't think about what you're going to say next, or you're likely to miss what the person is saying. If you know nothing about the topic they're discussing, say so because now is a great time to find out more. People love to share what they know.

Remember to read the educator's section of the weekly professional development.

Week 8, 22-26 March 2021- 6.1.3 Families are supported

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Orientation for Children Policy

The following is a summary of the Policy:

- Orientation procedures help maintain continuity of care during transitions (eg home to Service)
- Orientation visits enable educators to establish relationships with children and their families and understand their needs, interests and abilities
- During orientation visits we will advise families what they need to provide, how we will communicate, and where to access information
- We will also advise parents of techniques to help their child settle in as soon as possible, and invite them to ring if they have any concerns
- We will plan ahead with families to ensure transitions between rooms or to school are positive experiences for children and families.

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

Educator's Name	Educator's Signature

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