



Educational Leader

There is an effective self-assessment and quality improvement process in place.

Looking at the element in detail - A service reviewed what the NQF Guide said about element 1.3.3 and understood families must be included in decision-making about their child's learning, and information provided must:

- be accessible, meaningful and useful
- show children's participation in the program and progress towards learning outcomes
- be shared verbally and through written documentation.

The core of this element's exceeding theme is:

All educators consistently engage meaningfully with children's families in culturally sensitive ways that meet each family's needs to inform them about the educational program and their child's participation, learning and development, and regularly reflect, individually and with each other, on whether families can understand and easily access the information.

You may find the [Educators Guide "Welcoming conversations with culturally and linguistically diverse \(CaLD\) families"](#) useful in helping educators meet this and other NQS elements. (We've also attached it to the weekly email.)

The Guide is focused on helping educators and staff build stronger partnerships with families and inform critical reflections about the needs and perspectives of CaLD families – including those relating to communication and information sharing.

The Guide discusses, for example, the different views CaLD families may have about the benefits of play. *"Talking about different ways of doing things helps parents know that you are respecting their views, and helps you to find an acceptable compromise...you can help families understand the*

importance of play and the experiences you provide." The Guide suggests actions educators can take to share information and implement culturally sensitive and engaging activities (page 11 & 13.)

The Guide also contains ideas for helping communicate and share information with CaLD families. These include:

- picture-based flow charts showing families what to do and who to talk with if they have a concern or query
- pictures or photographs which help educators talk about daily routines
- visual routines showing times of the day and different parts of the routine to see where there may be family or cultural practices that educators need to take into account
- photographs or short 10 to 15 minute videos to show families play and learning in action.

While the Guide focuses on supporting CaLD families, many of the ideas and suggestions can be used to support all families.

Which of the actions mentioned in the Guide could you implement to help families better understand the educational program, how their child participates, and the progress their child is making?

Week 3, 14 February – 18 February 2022- 1.3.3 Information for families

Bush Kindy Policy

- Educators promote children’s learning through a flexible program of off-site, child-led activities and play which promote children’s confidence, self-esteem and independence
- Program will include some dangerous elements which do not pose an unacceptable risk to children
- Program may take place in all weather conditions which are not hazardous.
- The Nominated Supervisor and educators will consider a range of issues listed in the policy when selecting a suitable site and conducting risk assessments for excursions to the site eg setting clear safety rules and boundaries with children, and educator to child ratios and any additional adults required, delivery and collection arrangements at site, and emergency and evacuation procedures at site
- Consultations with families about Bush Kindy programs will cover relevant issues including delivery and collection arrangements, emergency procedures and clothing requirements

Excursion to Bush Kindy site must be authorised by parents/guardians

Delayed Entry and Exit Policy (QLD ONLY)

- Children must be at least five years of age by 30 June in the year they attend prep. Parents of children who turn five between 1 and 31 July may apply to enrol in Prep early. The school principal will decide if the child is ready
- Parents may decide their child would benefit from starting Kindergarten later (delayed entry) or by completing a second year of kindergarten (delayed exit)
- Parents are encouraged to meet with our Early Childhood Teacher, school principal and other professionals to discuss any concerns about their child’s school readiness
- If a child delays entry to Kindergarten they must still complete Prep
- There must be written evidence to support a decision to delay exit from an approved kindergarten program
- Children refused early entry to Prep can complete a second year of kindergarten without applying for a delayed exit.

Do you have any feedback or comments about this policy? Please include below.

Educator’s Name	Educator’s Signature