



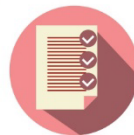
We can solve problems with practice with the help of the NQS



The NQS can guide our critical reflections



The NQS is what we assess against to write our QIPs



The NQS is what assessors assess us against to write their A&R report



Families can make a choice based on our NQS rating

How are the National Quality Standards used by stakeholders?



Educators

6.1.2 Parent views are respected – *The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.*

Looking at the element in detail - A service reviewed what the NQF Guide said about element 6.1.2 and understood educators must:

- be aware of and respect each family's expertise, and child-rearing practices
- be aware of and respect each family's culture, values and beliefs
- include families in making decisions about their child's learning and wellbeing– which helps tailor the program to their child's strengths and needs.

Problem the element can solve – sometimes a child's parents have different ideas about what educators should be doing.

Aim: Educators are clear about what they will do when a child's parents have different ideas about raising their child.

What to do: Go to NQS element 6.1.2

Select just one point from the element that could help guide or change your practice.

Assessors may observe

- *educators demonstrating a non-judgmental understanding of each child, and each child's*



Solving Problems with the NQS

Week 14, 16 May – 20 May 2022 – 6.1.2 Parent views are respected

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family and community context (page 262 NQF Guide)

Reflect and think about the point in relation to respecting each family’s expertise and child-rearing practices.

Practice change – The Educational Leader supported educators to develop an approach where they respectfully listened to both parents views and expectations, followed both where they weren’t conflicting, and if they were conflicting, followed those that were most closely aligned to the Regs/NQS/MTOP/service philosophy. They always discussed with the other parent the reasons why they weren’t implementing their views/expectations.

Problem to improve upon – some parents don’t support our riskier play activities.

Aim: Parents’ views on risky play are respected.

What to do: Go to NQS element 6.1.2.

Select just one point from the element that could help guide or change your practice.

Assessors may observe

- *educators and families discussing children’s individual requirements and play preferences sensitively, respectfully and confidentially (page 262 NQF Guide)*

Reflect and think about the point in relation to risky play.

Practice change – The Nominated Supervisor told educators they must respect any family’s wish that their child not participate in certain play activities eg climbing high towers, using sharp knives. However, the Centre will host an information night on the benefits of risky play, and the measures educators implement to ensure children’s safety. The information will also be communicated to families through their preferred communication channel.

From the list below, select a point and explore how you could respect each family’s expertise, culture, values and beliefs, and include them in decision-making processes when:

- planning learning activities
- extending learning
- going on excursions
- inviting visitors to the centre
- conversing with families at drop off/pick ups
- explaining Law/Reg and Policy requirements.

What problem needs to be improved upon?

Aim (selected from the above points)

Select just one point from the NQS Element

Select just one point from the NQS Element

Reflect and think about the point in relation to the problem.

Create a practice change

Week 14, 16 May – 20 May 2022 – 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 there's something on the checklist that you're not doing, you need to adjust your practice to do it, or ask for help and training to implement it ie work with your educational/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, 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 14, 16 May – 20 May 2022 – 6.1.2 Parent 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:

- How do you ‘respect’ each family’s expertise and child-rearing practices? How could you do this more? (eg see QIP/SAT improvement example)
- How do you ‘respect’ each family’s culture, values and beliefs? How could you do this more? (eg see QIP/SAT improvement example)
- How do you use each family’s ideas and contributions to strengthen your program for their child? How could you do this more?

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>	Sometimes I’d like to try the ‘other’ food – the stuff I can’t have because I’m vegetarian.	<p>The educator expressed her concerns to the Educational Leader who spoke to the Nominated Supervisor. The NS said the menu, including the vegetarian food, was planned using guidance from a variety of expert sources, including ‘Nutrition Australia,’ the Children’s Hospital and ‘raisingchildren.net.au.’</p> <p>After reflecting, the EL saw this was an area where educators could improve the way they respected families’ beliefs, and child-rearing practices by, for example:</p> <ul style="list-style-type: none"> • learning more about vegetarian diets, and where our food comes from, as part of the program • ensuring some meals contained only vegetarian options, to promote inclusive practices and show how yummy the food was! <p>The EL also passed on the NS advice about their menu planning, and provided educators with some expert information on vegetarian diets for young children.</p>
<p>an educator</p>	I think it’s dangerous to restrict a child’s foods – unless they have an allergy of course. Lots of people don’t get the nutrients they need when they’re on restricted diets.	
<p>your families</p>	The service caters to my child who’s vegetarian – but I often feel like they’re silently criticising me for somehow causing my child harm.	
<p>theorist and current research</p>	<p>“Children are born belonging to a culture, ...not only influenced by traditional practices... but also by the ... experiences, values and beliefs of individual families ... (EYLF, p. 13; MTOP, p. 12). When educators communicate with families ... and respect the ... values, beliefs and child-rearing practices of families, they are able to:</p> <ul style="list-style-type: none"> • better support each child’s learning and wellbeing • develop a tailored educational program that builds on each child’s background, strengths ... • support families in their parenting role (MTOP, pp. 10–11).” 	

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- How do you ‘respect’ each family’s expertise and child-rearing practices? How could you do this more?
- How do you ‘respect’ each family’s culture, values and beliefs? How could you do this more? How do you use each family’s ideas and contributions to strengthen your program for their child? How could you do this more?

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



Complete your QIP

Instructions If you are happy with a Meeting rating you do not need to answer the Exceeding questions. Note if you can't answer all meeting questions you are not meeting the element, and you need to create an improvement plan and make changes to your practice.

If you are striving for an Exceeding rating, we suggest you answer all meeting and exceeding questions. You can copy your answers into your QIP, or SAT (NSW ONLY).

For a MEETING QIP and Self-Assessment Tool (SAT)	For Exceeding the QIP and Self-Assessment Tool (SAT)
<i>Please discuss how you include families in decisions about their child's learning.</i>	Embedded Practice <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>Give an example of a recent activity you implemented based on discussions/feedback with families about a child's needs, interests, strengths etc.</i>	Critical Reflection <i>Please give an example of a reflection showing awareness that your personal and professional values may influence the way you engage with families and support their participation.</i>
<i>How do you share children's achievements and your interactions with them during the day with families?</i>	Engagement with families and community <i>Please give an example of how you explore opportunities to build trust and support families to contribute to the educational program in ways that celebrate and share their strengths, beliefs and culture with children, families and the service team (see QIP/SAT Strength example).</i>

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