

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

## Section 3. Learning what is required for meeting.

The following section will show you exactly what to do to ensure your practice is meeting. You **do not** need to complete this section if you have successfully completed 'Section 2'.

Watch this video that explains the element in depth.



Click here: <https://vimeo.com/513221044/6388b1e8a8>

### Why is the element important?

Families may have several fears when it comes to using early childhood services. Some common fears include:

- **Separation anxiety:** Parents may worry that their child will experience separation anxiety when left in the care of someone else.
- **Safety concerns:** Parents may have concerns about the safety of their child when they are not around, including the risk of accidents, injuries, or other health issues.
- **Lack of control:** Parents may feel like they are losing control over their child's care and upbringing and may worry about the quality of education and care provided.

To eliminate these parents' fears, we use what the element is requesting us to do and become meeting, but before we start the essence of the element requires us to be good communicators and that can be a

problem as educators get nervous about talking to new people.

There are various reasons why people may feel scared or anxious about speaking to parents and new people. Some common reasons include fear of rejection or negative feedback, fear of saying something wrong or inappropriate, lack of confidence or experience, fear of confrontation or difficult conversations, and fear of not meeting expectations.

Also, personal factors such as social anxiety or shyness may also contribute to these fears. It is important to create a set of tools to address these fears along with providing training and support to help individuals.



### How to start a conversation with new and existing families.

**You must practice** The best way to start is by practicing with other educators.

1. **Begin with a warm greeting:** Start by smiling and saying hello to the new parent. This helps to create a friendly and welcoming atmosphere and sets a positive tone for the conversation.
2. **Introduce yourself:** After greeting the new parent, introduce yourself and let them know your name, role, and how long you have been working at the childcare centre. This helps to establish your credibility and expertise in providing care and education to children.
3. **Ask open-ended questions:** To initiate a conversation, ask open-ended questions that encourage the new parent to share their thoughts and feelings. For example, you could ask, "How has your day been so far?" or "What brings you to our childcare centre today?"
4. **Listen actively:** As the new parent responds to your questions, listen actively and attentively to

#### Week 10, 3 to 6 April 2023 – 6.1.1 Engagement with the service

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what they have to say. This involves making eye contact, nodding in agreement, and asking follow-up questions to show that you are interested and engaged in the conversation.

5. **Share information about the centre:** Once you have established a rapport with the new parent, take the opportunity to share information about the centre, including the centre's philosophy, curriculum, and daily routines. This helps the parent to understand what the centre has to offer and how their child will benefit from being part of the community.
6. **Address any concerns or questions:** If the new parent has any concerns or questions about the centre, take the time to address them in a respectful and informative manner. This shows that you value their input and are committed to providing a positive experience for both the child and the parent.
7. **End with a positive note:** Finally, end the conversation on a positive note by thanking the new parent for their time and expressing your enthusiasm to continue the conversation in the future. This helps to build a strong relationship with the parent and sets the stage for ongoing communication and collaboration.



Looking at  
real practice

**Educator:** Hi, it's great to have you here. Can you tell me a little bit about what you're hoping your child will gain from their time with us?

**Parent:** Sure, I really want my child to learn new things and make new friends.

**Educator:** That's great to hear. We prioritise socialisation and provide opportunities for children to

interact with each other in socially acceptable ways with our friends program.

**Parent:** I also want my child to develop their literacy and numeracy skills.

**Educator:** Absolutely. We incorporate literacy and numeracy into many of our activities including our daily excursions to look for letters and numbers and encourage children to engage with books and numbers in fun and creative ways.

**Parent:** My family speaks a language other than English at home. Can my child continue to use that language at the service?

**Educator:** Of course. We celebrate diversity and encourage children to use their home language at the service. We also have resources available in multiple languages.

**Parent:** That's great to hear. I also want my child to develop their independence, especially in care routines.

**Educator:** That's an important part of early childhood and the Early Years Learning Frame, which we call the EYLF. We encourage children to take ownership of their self-care routines and provide opportunities for them to practice these skills in a supportive and nurturing environment.

**Parent:** Thank you for taking the time to discuss all of this with me. It's reassuring to know that my child will have such a well-rounded experience at your service.

**Educator:** It's our pleasure. We strive to provide the best possible learning experience for all children and we're excited to have your child join us.

## Using tools to help us gain the information we need from parents.

In the following pages I have created a series of questions you can use to gain valuable information

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## 6.1.1

## Engagement with the service – Learning expectations

Use this questionnaire to help gain valuable information from parents about what they expected their child to do and learn at the service.

Can you tell me more about your child's social skills and how they interact with others?

How do you feel about your child's literacy and numeracy skills, and are there any areas you would like us to focus on?

What are some of your child's creative, artistic, and imaginative skills that you would like us to encourage?

Does your child speak a language other than English at home, and would you like them to use that language at the service?

How do you think your child engages in free play, and are there any specific activities they enjoy?

Can you tell me about your child's level of independence in tasks like care routines, and how we can support them in developing this further?

What are your child's interests and strengths, and how can we incorporate them into their learning and development at the service?

Are there any areas where you feel your child needs improvement, and how can we work together to support them in these areas?

Would you like your child to learn more about their community or other lifestyles, and how can we incorporate this into their learning?

How would you like us to comfort your child when they are upset or distressed?

How do you feel about your child trying new foods, especially if they are fussy eaters, and are there any foods we should avoid?

Are there any new activities like yoga, sports or excursions into the community that you would like your child to experience?

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# 6.1.1

# Engagement with the service

Week 10 – 3.4.2023  
Monday to Thursday



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. This process uses the **summative assessment process** from the **new EYLF**. Educators review your achievements and capabilities at specified or selected timepoints. Please make a judgement about the path you are on to understanding the element.

### 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	

Orientation and enrolment	ED1	ED2	ED3	ED4	ED5
During pre-enrolment visits or orientations (as well as after), do you talk with families about room/group routines, children's routines, families' values and expectations, and their child's needs and strengths?					
Do you reflect on ways you can meet families' expectations and promote continuity of care between home and the Service?					
Do you always fully understand any specific medical/ behaviour/ nutrition/physical activity/learning need, any ancillary service the child accesses, and regularly involve families in decision making around these?					
Do you share information with families about strategies which will help their child settle-in quickly eg 'Robyn Dolby style' handover conversations, immediately engaging child in interest, hugging and soothing child etc?					
Do you consider each child's/family's individual needs as the child settles-in, and give families honest information about what's happening?					
Do you tell families they can stay with their child as they settle in – and contact the service to check how their child is going?					
<b>Family involvement and contributions</b>					
Are you always friendly, polite, respectful and professional when communicating with families, children and other staff?					
Do you always use parents' names when communicating with them?					
Do you regularly encourage families to share their culture, jobs, interests etc with the children?					
Do you regularly share information with families about their child's participation and achievements?					
Do you respond to families' questions, concerns and requests quickly and professionally, and pass on relevant comments/suggestions which could improve practice or contribute to Service Quality Improvement Plans?					
Do you show families the Philosophy and relevant policies and procedures, and encourage them to participate in updates and reviews?					
Do you have strategies or resources to support and engage families with diverse language or literacy skills?					

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