

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

Section 1. Early career educator

Sometimes when parents need to leave their child at a new service, they may worry that their child won't feel comfortable there. They might also worry about not being able to talk to the people taking care of their child. This can make them feel anxious and worried.



These worries can be made worse if the child has had bad experiences at school or if the parents don't fully trust the new service. The important thing is for the people taking care of the child to understand these worries and do things to help. This might mean talking to the parents about their child's progress and making sure they feel comfortable leaving their child in their care. It's important to create a welcoming environment where both the child and the parents feel safe and secure.



You must know

The enrolment process is like a chance for the service to tell families about how they do things, what they believe in, and who's in charge. Educators should also talk to families to learn more about their child and how they can help them learn and grow.

For parents, it's a good idea to visit the service first and get to know what it's like. And if they need help or have questions during the enrolment and orientation process, educators are there for support.



You must practice

Make sure families understand everything about the service, like what it's all about and how it works. You should also talk to families to learn more about their child and what they need to learn and grow.

When children start, you should make sure they feel safe and happy. It's also important to involve families in decision-making and let them know what's happening at the centre. You should be friendly and respectful to all families, no matter where they're from or what language they speak. And if families need information in a different language, you should provide it for them.



Looking at real practice

Victoria, a new educator said, "It's easier if I imagined myself as a busy parent who is looking for a safe and stimulating environment for my child. I then thought about the types of questions and concerns I might have and the type of support I would appreciate from the service.

I made sure that when new families enrolled in our service, I took the time to introduce myself and get to know them. I asked them questions about their child's interests, their cultural background, and any special needs they may have had, who are their friends from school and what time to expect them in the afternoon to pick them up. This helped me to understand the children better.

I then make sure I catch up with the parent to updated them on their child's progress. I have had to use language that was culturally sensitive and tailored to their communication preferences. For instance, I made sure to use formal or informal language as appropriate and to make eye contact when speaking to them.

Through these actions, I was able to build positive relationships with families that were based on trust, respect, and open communication. This allowed us to work together to create the best possible learning environment for their child, and to support their family's needs both inside and outside the centre".

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

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Try doing what Victoria did and imagine you are a new parent, what type of support do your new parents need at your centre?



greet families

Try this practice – greeting families.

When a parent and child walk into the room, go up to them and greet them. Use both the child's and parent's name and ask these 4 questions

- a. Have they had breakfast?
- b. Any special visitors like Nan or Pop?
- c. What did they do on the weekend?
- d. Any homework that needs to be finished before school?

Material and resources

A happy voice and a big friendly smile
Medication form if required
Communication sheet for the room
Weekend sheet

Things to say to children.

As Ms. Johnson and her daughter Lily walked into the room, Ms. Billy, the educator, greeted them warmly. "Good morning, Ms. Johnson and Lily. How are you both today?" she asked with a smile. Ms. Johnson smiled back and said, "We're good, thank you. How are you?" Ms. Jones replied, "I'm doing well, thank you. Has Lily had breakfast this morning?" Ms. Johnson replied, "Yes, she had some cereal before we left the house."

Ms. Jones then asked, "Are there any special visitors coming to see Lily today, like Nan or Pop?"

Ms. Johnson shook her head and said, "No, not today. But her aunt might come over later this week."

Ms. Jones then asked, "What did you two do over the weekend? Did you have fun?"

Ms. Johnson smiled and said, "Yes, we went to the park and had a picnic and took our bikes. Lily had a great time."

Lastly, Ms. Jones asked, "Does Lily have any homework that needs to be finished before school?"

Ms. Johnson replied, "No, she finished all her homework last night."

Ms. Jones nodded and said, "Great, thank you for letting me know. Lily, do you want to come play with the puzzles now?"

Lily eagerly nodded and followed Ms. Jones to the play area. Ms. Johnson smiled, feeling happy that Ms. Jones took the time to ask about Lily's well-being and interests

Things to remember.

- You must use a genuine voice and get down to the child's eye level and look them in the eyes when talking to them.
- Always use the parents' name.
- Write any information on the communication and weekend sheet with the parent

After reading the above steps, where could you improve?

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