

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

Section 1. Early career educator

Sometimes, parents might be worried about their child's education and wellbeing. Here are some of the things that parents might be scared of:

- They might be worried that they won't get to help make important decisions about their child's education.
- They might be worried that the people at the centre won't understand or respect their culture.
- They might be worried that the people at the centre won't listen to their ideas about how their child learns.
- They might be worried that the centre's values won't match up with their own values and beliefs.



You must know

It's important for educators to talk to parents and make sure they feel included and respected. By working together, parents and educators can help make sure that every child has the best possible education.



You must practice

When first starting out as an educator, it's important to know how to make parents feel included and respected.

Here are some tips to help you with that:

- **Talk to parents often:** Keeping parents updated on their child's progress is super important. You should always talk about what they did, what you taught them and who were their friends that day they played with.
- **Respect different cultures:** Everyone comes from different backgrounds, and it's important to understand and respect that. Learn about different customs and traditions and find ways to include them in the classroom.

Work together with parents: Parents know their child best and can offer valuable input on their education. Collaborate with them to make decisions about their child's learning and development.

Focus on shared values: Find common values that you share with parents, like being kind and respectful. This can help build trust and create a sense of community.



Looking at real practice

Maddie an educator had a great relationship with the families. Every morning, she would greet the children and their parents at arrival time, taking the opportunity to exchange information about their child's previous night and any upcoming events or news at the centre, like the exciting excursion that was planned that day. Maddie understood that these brief moments of communication were important in building relationships and establishing trust with the families.

During these brief conversations, Maddie would also take the opportunity to discuss children's individual requirements and play preferences sensitively, respectfully, and confidentially. She knew that each child was unique and that their families knew them best. By working together, they could ensure that each child's individual needs were met.

Maddie demonstrated a non-judgmental understanding of each child and their family and community context. She recognised that every child came from a different background and that it was important to understand and respect their cultural differences. Maddie took the time to listen to families' stories and experiences, and she incorporated this knowledge into her interactions with the children.

Maddie also made a point to share with families some of the interactions she had with the children, highlighting their successes and achievements. She knew that parents wanted to know about their child's progress and development, and she made sure to provide regular updates and feedback.

Week 11, 24 to 28 April 2023 – 6.1.2 Parents views are respected

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Try doing what Maddie did and imagine you are a parent; how would you feel if when you walked in you were greeted in a warm and friendly way?

Now imagine the opposite, you are a parent, what would you feel if you were not greeted and not asked about your child and were not told about their day?

Cultural events are occurring all the time.

Here are some steps to find out from families what is going on and how to use this event in the program.

- Find out what the event is about.
- Find a good time to talk to the parent.
- Ask why the event is important.
- Show that you are interested and respectful.
- Listen carefully to what the parent has to say.
- Think about ways to include the event in class.
- Ask if the parent wants to participate in any activities.
- Thank the parent for talking to you.

Talking to families about an excursion that is planned for today

1. **The purpose of the excursion:** Explain to the parent that the purpose of the excursion is to explore the neighbourhood and look for signs, such as street signs or business signs.
2. **The safety measures in place:** Let the parent know that safety is a top priority and that appropriate safety measures will be taken, such as risk assessments completed before the excursion, educators doing a practice run first without children, we always stay together as a group and holding hands.
3. **The expected time frame:** Inform the parent of the expected duration of the excursion, such as the start and end time (double check your excursion and permission form).
4. **The required items:** Let the parent know if there are any required items that their child needs to bring along, such as a water bottle or sunscreen.
5. **The level of supervision:** Explain the level of supervision that will be provided, such as the number of educators accompanying the children (double check your excursion and permission form).

After reading the above steps, where could you improve?