

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

### 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'.

#### Why is the element important?

Element 6.1.2 could help address several fears that parents may have related to their child's education and wellbeing. For example:

**Fear of being excluded** from decision-making: Some parents may fear that they will not be included in important decisions that affect their child's education and wellbeing.

**Fear of cultural insensitivity** Parents may fear that their cultural background will not be understood or respected by educators.

**Fear of being misunderstood** Parents may fear that their knowledge and experience about their child's needs and learning style will not be considered by educators.

**Fear of conflicting values and beliefs:** Parents may fear that their values and beliefs will not be aligned with those of the school or educators.

To eliminate these parents' fears, we use what the element is requesting us to do and become meeting.



You must practice

**It's important to acknowledge and address these fears or perceived fears that parents may have. Here is a step-by-step guide on how to do so:**

1. **Establish open communication:** From the beginning, create an open and welcoming atmosphere for

parents to share their thoughts and concerns. Start by introducing yourself, your role in their child's education, and how you plan to work together. This will help build trust and encourage parents to communicate with you.

2. **Set up regular meetings:** Schedule regular meetings with parents to discuss their child's progress and any concerns they may have. Make sure to communicate that you value their input and want to work together to ensure their child's success.
3. **Listen actively:** When parents express their fears, listen actively and acknowledge their concerns. Show empathy and understanding towards their fears, and let them know that you will take their input seriously.
4. **Involve parents in decision-making:** When it comes to decisions that will affect their child's education and wellbeing, involve parents in the process. Explain the decision-making process and ask for their input and feedback. This will help to alleviate their fears of exclusion from decision-making.
5. **Respect cultural differences:** Educators should make an effort to understand and respect the cultural backgrounds of their students and their families. Take the time to learn about different cultural practices and beliefs, and incorporate them into the classroom where appropriate.
6. **Consider parents' knowledge and experience:** Parents have valuable knowledge and experience about their child's needs and learning style. Make sure to take their input into account when developing lesson plans and strategies for their child.
7. **Find common ground:** When there are conflicting values and beliefs, try to find common ground. Respectfully discuss your views and listen to theirs.

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

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Look for ways to compromise or find a solution that respects everyone's values and beliefs.

- 8. Follow up:** After meetings, phone calls or important informal discussions, make sure to follow up with parents and keep them informed of any progress or changes. This will help to build trust and reinforce the importance of their input.



Looking at  
real practice

**Educator:** Hello Mrs. Hill, I'm Ms. Lee, and I'm the lead educator in your child's room. I just wanted to start by saying how excited we are to have your child in our service.

**Parent:** Thank you, Ms. Lee. I'm happy to be here.

**Educator:** I wanted to let you know that we value your input, and we're here to work together to ensure Jack's success. I would like to schedule regular meetings with you to discuss their progress and any concerns you may have.

**Parent:** That sounds good to me. I appreciate that.

**Educator:** We also want to involve parents in decision-making, especially when it comes to decisions that affect Jack's education and wellbeing. We'll explain the decision-making process and ask for your input and feedback from you.

**Parent:** That's good to know. Thank you for involving me.

**Educator:** We want to make sure we respect cultural differences as well. We take the time to learn about different cultural practices and beliefs and incorporate them into our routines where appropriate.

**Parent:** That's great to hear. It's important to me that my child's cultural background is respected.

**Educator:** We also value the knowledge and experience parents have about their child's needs and learning style. We'll take your input into account when developing lesson plans and strategies for Jack.

**Parent:** I appreciate that. I'm happy to provide any input I can.

**Educator:** Lastly, after our meetings, I'll follow up with you to keep you informed of any progress or changes. It's important to us to build trust and reinforce the importance of your input.

**Parent:** Thank you, Ms. Lee. I feel so much better knowing that we'll be working together to ensure my child's success.

## 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 for families.

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## 6.1.2

## Gaining parent insight about their child – behaviour concerns

Use these questions to help gain valuable information from parents about what they know about their child's behaviour.

Can you describe your child's typical behaviour at home and in social situations?

Have you noticed any recent changes in your child's behaviour or mood?

How does your child interact with other children and adults?

Are there any activities that your child seems to enjoy or dislike?

How does your child react to changes in routine or transitions between activities?

Have you observed any challenging behaviours such as tantrums, aggression, or defiance?

How does your child communicate their needs and wants?

Does your child have any difficulty with sleeping, eating, or toileting?

Have you noticed any sensory sensitivities or preferences in your child?

Are there any concerns that you have about your child's development or behaviour that you would like to discuss?

## 6.1.2

## Gaining parent insight about their child – culture

Use these questions to help gain valuable information from parents about their culture.

Can you tell me about your family's cultural background and traditions?

How important is it to you and your family to maintain your cultural identity?

How do you teach your child about your cultural background and traditions?

Have you noticed any particular interest or curiosity from your child about your cultural background?

Are there any specific cultural traditions or practices that you want to ensure your child learns and follows?

Have you encountered any challenges or obstacles when it comes to integrating your cultural background into your family life?

How do you navigate conversations about culture with your child, especially as they grow and develop their own sense of identity?

Are there any specific questions or concerns you have about your child's understanding of their cultural background at this age?

How do you hope your child's cultural identity will shape their future?

Are there any specific values or beliefs that are important to your cultural identity that you want to pass on to your child?

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## 6.1.2

## Gaining parent insight about their child – religious beliefs

Use these questions to help gain valuable information from parents about their religious beliefs.

Can you tell me a little bit about your family's religious beliefs and practices?

How important is religion and spirituality to you and your family?

Do you have any particular rituals or traditions that you practice at home or in your place of worship?

How do you involve your child in your family's religious practices?

How do you teach your child about your religious beliefs and values?

Have you noticed any interest or curiosity from your child about religion or spirituality?

Are there any aspects of your religious beliefs or practices that you feel conflicted about sharing with your child at this age?

How do you balance your family's religious beliefs with your child's secular education and social interactions?