

## 6.1.2

# Parents views are respected

Week 11 – 24.4.2023  
Monday to Friday



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 |  |

|  | 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, toileting, sleep/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)?   |     |     |     |     |     |

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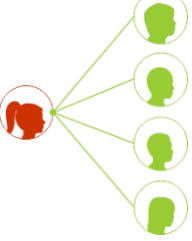
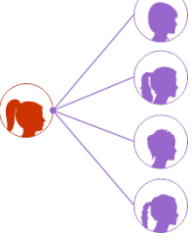
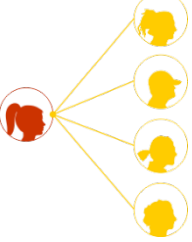
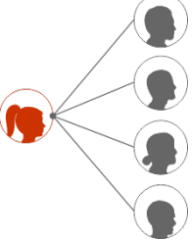
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The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child’s learning and wellbeing.



The EYLF says. “Evaluation practices involve educators’ critical reflection on the effectiveness of their planning and implementation of curriculum for children’s learning as part of the planning cycle, both for and with children’. 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?
- 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><b>a child</b></p>                         | <p>I want my teachers to know that my family's way of doing things is important to me. I feel happy when they listen to what my family says and show that they respect our beliefs. When my teachers acknowledge my family's culture and practices, it makes me feel like I belong in the classroom. It's important to me that my teachers understand my family's ways so that I can feel comfortable and happy while I learn.</p>  |   |
|  <p><b>an educator</b></p>                   | <p>It's important for me as an educator to respect each family's expertise and the way they raise their children. I need to actively seek out information about each family's culture, values, and beliefs. By listening to their perspectives and seeking their input, I can create a learning environment that incorporates elements of each family's culture and practices.</p>  |   |
|  <p><b>your families</b></p>                 | <p>As a parent, I want my child to feel welcomed and included in their learning environment. It's essential to me that their teacher acknowledges and respects our family's culture and practices. By doing so, I feel more involved in my child's learning journey, and I appreciate that our input is valued. I want my child to learn in an environment that embraces diversity and promotes inclusivity.</p>  |   |
|  <p><b>theorist and current research</b></p> | <p>According to theorists like Vygotsky and Bruner, a child's culture and experiences play a significant role in their learning and development. As such, educators must respect each family's expertise and child-rearing practices to create a culturally responsive and inclusive learning environment. Research shows that when educators incorporate the child's culture and family practices into the curriculum, the child's learning outcomes and engagement improve.</p> | <ol style="list-style-type: none"> <li>1. Create child-friendly resources and activities to help children become familiar with the service and educators.</li> <li>2. Provide regular updates and feedback to families during the enrolment and settling-in period.</li> <li>3. Offer opportunities for families to share their ideas and suggestions about the service.</li> <li>4. Incorporate families' cultural practices and beliefs into the enrolment process.</li> <li>5. Create a welcoming and inclusive environment that reflects the diversity of the community.</li> </ol> |

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|  <p><b>a child</b></p>                         |                                      |  |
|  <p><b>an educator</b></p>                    |                                      |  |
|  <p><b>your families</b></p>                 |                                      |  |
|  <p><b>theorist and current research</b></p> |                                      |  |

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