1.3.3

Information for families
Families are informed about the program and their child's progress.

Week 10
2.4.2024

Section 8. **Role of the Educational Leader** (Educational Leader)
Detailed guidelines for the Educational Leader.

There are **things** that you need to do with your service and educators.

(1) Review the points from the Law and Regulation and make yourself familiar with them. Conduct the compliance test with your educators to check their knowledge.

(2) Add to your folder the daily planner so you can document and show the assessor how you are working with educators. Use documents provided in this section.

(3) Guide your educators to ensure they are at the meeting level, use the examples in the educators' section and the checklist to help you know exactly what is required.

(4) Explore the exceeding themes with the examples.

Work with your Nominated Supervisor, 2IC and edit the QIP (SAT for NSW) template provided by Centre Support to ensure it is reflecting your service's practices.

Law & Regs

The law section 168 outlines the obligations of the approved provider and nominated supervisor to ensure that a program is delivered to all children based on an approved learning framework, delivered in accordance with the framework, designed to meet the developmental needs, interests and experiences of each child, and take into account the individual differences of each child. Failure to comply with this may result in a penalty of $4000 to $20,000.

Regulations 74 and 75 require the approved provider to ensure educators document assessments of a child's developmental needs, interests, experiences, and progress against the outcomes of the educational program. The documentation should be prepared in a way that is readily understandable by educators and parents and must be available for inspection on request. Information about the contents and operation of the educational program must be displayed at the service premises and provided to parents upon request.

Regulation 76 outlines the requirement for the approved provider to provide parents with information about the content and operation of the educational program as it relates to their child, their child's participation in the program, and a copy of the documents kept under regulation 74. Failure to comply with these regulations may result in a compliance direction being issued.

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Meeting the NQS

Why is the element important?

Looking at the element in detail - Element 1.3.3 educators understood families must be included in decision-making about their child's learning, and information provided must:

- be accessible, meaningful and useful
- show children's participation in the program and progress towards learning outcomes be shared verbally and through written documentation.

What does this look like in practice?

All educators' documentation consistently reflects meaningful engagement and communication with families. For example, our documentation:
- *shows the source of activities and experience, that is, from child/family/community*
- *reflects children's lives outside the service*
- *reflects activities implemented following feedback from families.*

Before proceeding we need to know what our families do with their children outside the service. Then we need to develop a program based upon what they do. Here are some examples.

Activities	Program ideas
Walking, cycling in the park	*Explore the outdoors and learn about and map local pathway*
Visiting the beach	*Creating a mini beach with environmental protection learning about sea marine life*
Having a picnic in a park	*Cooking and baking together, creating a*

	pretend picnic, or exploring picnic foods through taste tests
Visiting local markets	*Market play, such as setting up a pretend market stall, exploring different types of things that are of an interest to children.*
Attending community events such as festivals or concerts	*Learning about different cultural celebrations*
Playing backyard cricket or football	*Sports-themed gross motor activities, such as relay races, obstacle courses, or ball games*
Playing games	*Board game or puzzle activities to promote problem-solving, turn-taking, and cooperation skills*
Having movie nights	*Movie-themed activities, such as creating a mini cinema, making popcorn or movie snacks, or making simple props related to the movie*
Cooking and baking together	*Cooking and baking activities, such as making simple recipes with healthy ingredients or exploring different cultural cuisines*
Connecting with extended family members through family gatherings or get-togethers	*Creating family trees or collages, making cards or gifts for family members, or hosting a pretend family gathering*

You need to ensure your learning documentation is obvious and point out how you have connected it to families and their outside lives to create a learning program. For example:

Maria, Fay's mum shared with educator Tameika that Fay misses her extended family who live far away in Melbourne. Usually, the families start preparing for

Greek Easter together which is coming up soon. To help Fay feel connected to her family, her <u>educators decided to plan some activities that would allow her to explore and celebrate Greek Easter</u> which is held the weekend after Australian Easter.

The educators first asked Fay to bring in some family photos, and together they looked through the pictures and talked about the different family members. Fay was excited to see pictures of her grandparents, aunts, uncles, and cousins, and she shared stories about the different family gatherings and celebrations they have.

Using the photos as inspiration, the educators helped Fay create a family tree, using craft materials to decorate and label each family member.

Fay was proud to share her family tree with her classmates and explain the different branches of her family.

The educators then suggested that Fay create some cards and gifts to send to her extended family members. Fay spent several afternoons creating beautiful cards with Greek patterns and symbols and making bracelets and keychains with names in Greek letters for family members.

To further celebrate her Greek heritage, Fay's educators Tameika decided to host a pretend Easter family gathering at the centre. The children worked together to create

a Greek-style feast, using ingredients such as olives, feta cheese, and tzatziki. Fay helped her educators set the table with Greek-style decorations, and they all enjoyed a delicious feast together.

Let's explore the topic of 'values' differences in this element, as language differences are often discussed. What

should educators do when families hold values that are significantly different from their own, and it becomes a challenge to navigate these differences?

Families may hold very different values to educators and can include differences in parenting styles, religious beliefs, cultural traditions, and expectations for children's behaviour and learning. For instance, a family may have a family history of speaking harshly to their child, while the service follows a child protection and safe policy. In these situations, it can be challenging for educators to navigate these value differences while creating a positive and respectful relationship with families.

Here are some steps that you might find helpful.
1. Approach the conversation with empathy and respect for the family's perspective and cultural background, knowing it is different to yours.
2. Express concern for the child's well-being and development, highlighting the service's commitment to ensuring a safe and supportive environment for all children.
3. Share specific observations or incidents that have raised concerns about the family's approach to discipline or communication with their child.
4. Explain the service's policies and procedures related to child protection and safe communication practices, emphasising the importance of creating a positive and nurturing environment for all children.
5. Invite the family to share their thoughts and feelings on the matter and listen actively to their perspective.
6. Collaborate with the family to find a mutually agreeable approach to supporting the child's social-emotional development, such as providing resources on positive communication techniques or connecting the family with relevant support services.
7. Follow up with the family regularly to monitor progress and address any further concerns that may arise.

Positive communication techniques for children

a) **Active listening** - paying attention to what the child is saying, asking questions to clarify understanding, and responding appropriately.

b) **Encouragement** - acknowledging and praising the child's efforts, strengths, and achievements.

c) **Positive reinforcement** - providing positive feedback and rewards for positive behaviour.

d) **Use of non-verbal communication** - using positive body language, such as smiling, nodding, and making eye contact, to show engagement and interest in the child.

e) **Validation** - acknowledging the child's feelings and perspectives and showing empathy.

f) **Positive language** - using positive and supportive language and avoiding negative or critical language.

g) **Age-appropriate communication** - using language and concepts that are appropriate for the child's age and developmental level.

h) **Setting boundaries** - setting clear expectations and boundaries for behaviour and communicating them in a positive and respectful way.

i) **Asking open-ended questions** - encouraging the child to express themselves and engage in conversation.

j) **Use of storytelling and play** - using storytelling and play to communicate and engage with the child in a positive and interactive way.

A family may have different expectations for their child's development, which sees them not keeping their child's appointment with the speech therapist. **Here are some steps that you might find helpful when talking to these families.**

1. Start by acknowledging the parent's busy schedule and the challenges of keeping appointments. Let them know you understand how difficult it can be to balance work, school, and appointments.

2. Emphasise the importance of consistent speech therapy in helping their child make progress. Explain that missing appointments can disrupt the therapy process and slow down their child's progress.

3. Share success stories of other children who have made progress through consistent attendance at therapy sessions. This can help to build trust and confidence in the therapy process.

4. Provide the parent with information about the specific goals and objectives of their child's speech therapy sessions, and how missing appointments can impact their progress towards these goals.

5. Discuss strategies for making appointments more manageable, such as scheduling appointments during times that work best for the family or coordinating with the child's school schedule.

6. Remind the parent of the consequences of missing appointments, such as having to reschedule and potentially delaying progress, and the impact this can have on the child's overall well-being.

7. Offer resources and support, such as providing reminders about upcoming appointments, or connecting them with local resources that can help with scheduling.

8. End the conversation on a positive note by reaffirming your commitment to supporting the child's progress and encouraging the parent to reach out with any questions or concerns.

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Compliance test for educators

Instructions: Nominated Supervisor is to conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Is it a requirement in the Regulations for educators to involve parents in decisions related to their child's learning? Miss Sofie has only found Regulations that mention providing information. Please respond.		
Miss Riley is aware of Regulation 76, 'Information about educational program to be given to parents,' but it refers to another Regulation, number 74. How is Regulation 74 relevant, and what is it about? Please provide an explanation.		
Mr. Harrison has asked for clarification on the meaning of 'educational program,' which is mentioned in the Regulations as information that must be given to parents. What does this term refer to?		

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Compliance test for educators ANSWERS for <u>this week</u>.

Instructions: Nominated Supervisor is to conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Is it a requirement in the Regulations for educators to involve parents in decisions related to their child's learning? Miss Sofie has only found Regulations that mention providing information. Please respond.	The Law section 168 'Offence relating to required programs' provides penalties up to $20,000 if the program's not based on the developmental needs, interests and experiences of each child, or designed around children's individual differences. It's pretty hard to do this effectively without involving parents in decisions.	
Miss Riley is aware of Regulation 76, 'Information about educational program to be given to parents,' but it refers to another Regulation, number 74. How is Regulation 74 relevant, and what is it about? Please provide an explanation.	Reg 74 is about documenting assessments or evaluations of children's learning, and it also says these must be easy to understand for other educators and the child's parents. OSHC In NSW, NT and QLD the requirement to document evaluations of children's learning is replaced by a requirement to document the development of the program.	
Mr. Harrison has asked for clarification on the meaning of 'educational program,' which is mentioned in the Regulations as information that must be given to parents. What does this term refer to?	'Educational program' is defined in the Regs (Reg 3) as a program referred to in Section 168 of the Law ie an approved learning framework eg EYLF/MTOP	