



Meeting the NQS

Looking at the element in detail - Element 6.1.2 educators must:

- be aware of and respect each family's expertise, and child-rearing practices.
- be aware of and respect each family's culture, values, and beliefs.
- include families in making decisions about their child's learning and wellbeing– which helps tailor the program to their child's strengths and needs.

The following section will show you exactly what to do to ensure your practice is meeting.

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 taken into account 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.

Week 12, 29 April to 3 May 2024 – 6.1.2 Parents views are respected

Copyright Centre Support Pty Ltd 2024 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it.

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. 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 centre.

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.

Week 12, 29 April to 3 May 2024 – 6.1.2 Parents views are respected