



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

- (1) Review and use the questions on the following pages to identify where you and your educators could be better at gaining the expertise, culture, values and beliefs of your families.
- (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 in the educators' section and your section for critical reflection and families and communities.
- (5) Work with your Nominated Supervisor and edit the QIP (SAT for NSW) template provided by Centre Support to ensure it is reflecting your service's practices.



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?



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?



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?



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
A compliance officer said Law section 168 'Offence relating to required programs' needs to be considered in relation to Element 6.1.2. Please explain why this might be.		
The Nominated Supervisor asks what other regs might be relevant to element 6.1.2. What's your response?		
Miss Celestial says most families are too busy to be involved in decisions they think are educators' professional responsibility. How would you respond?		

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

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6.1.2

Parent views are respected

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



Week 12
29.4.2024

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

Educational Leader weekly sheet

Date	Educational Leader activity	With whom?	Comments	Follow up
Monday 29.4.24	Demonstrate practice and coach educators to talk to parents at drop off.	Educators	Still finding educators that are not sure or feeling confident to talk to parents.	Reflection with educators to discuss families they may feel uncomfortable with.
Monday 29.4.24				
Tuesday 30.4.24				
Wednesday 1.5.24				
Thursday 2.5.24				
Friday 3.5.24				

General thoughts or ideas

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

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Compliance test for educators ANSWERS

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
A compliance officer said Law section 168 'Offence relating to required programs' needs to be considered in relation to Element 6.1.2. Please explain why this might be.	<p>Section 168 says the educational program must be:</p> <ul style="list-style-type: none"> based on the developmental needs, interests and experiences of each child, and designed to take into account the individual differences of each child. <p>One of the best ways to find out this information is by communicating with parents and involving them in decision-making about their child's learning and development.</p>	
The Nominated Supervisor asks what other regs might be relevant to element 6.1.2. What's your response?	Reg 74 is relevant because it requires learning documentation to be easy for parents to understand – which in turn helps them participate in decisions about their child's learning	
Miss Celestial says most families are too busy to be involved in decisions they think are educators' professional responsibility. How would you respond?	<p>They might be busy, but they may also be happy to participate in decision-making if they were asked in a different way or using a different communication channel.</p> <p>Educators may need to explain to families that the service values their contributions, and families know their child best, so it help their child's learning and development if educators know as much as possible about the child – information which comes from families.</p>	