# 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.

1. *What is the families’ expertise?*
2. *What is the families’ culture?*
3. *What are the families’ values and beliefs?*
4. *Are these things respected?*
5. *Are families included in making decisions about their child’s learning and wellbeing?*

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| To **MEET** QIP and Self-Assessment Tool (SAT) | To **EXCEED** the QIP and Self-Assessment Tool (SAT) |
| Give an example of a recent activity you implemented based on discussions/feedback with families about a child’s needs, interests, or strengths. | Can you explain how families influence their children’s learning or decision-making? |
| **Recent Activity Implementation**: Following discussions with a family, we introduced a gardening project to support a child's interest in nature, nurtured during a recent family camping trip. This activity was designed to extend their understanding of the environment and biological processes, incorporating physical activity by digging and planting, which helps manage their inactivity-related behaviours. This initiative also provided leadership opportunities as the child guided peers in caring for the garden. | **Families Influencing Children’s Learning**: Families deeply influence their children's learning and decision-making by providing a foundational perspective on values, ethics, and cultural norms. For example, a child whose family emphasises collaborative decision-making might be more engaged and effective in group activities at school. This engagement with family-driven values helps us tailor educational experiences that align with and respect the family’s influence, enhancing the child’s participation and development. |
| How do you share children’s achievements and your interactions with them during the day with families? | Give an example of an activity you implemented because you knew about a family’s culture/values/ expertise through your consistent engagement with a child’s family. |
| **Sharing Children’s Achievements:** We utilise a digital platform to share daily updates and achievements with families. This includes photos and brief descriptions of their child’s engagements and learning milestones. For example, after a painting session, we posted images of a child's artwork, explaining the skills they are developing. Additionally, we provide updates during drop-off and pick-up times, offering a more personal interaction and immediate feedback about their child's day. | **Activity Influenced by Family’s Culture/Values:** We implemented a cultural festival day after discussions with a family about their significant cultural celebrations. The day included activities such as food tasting, storytelling, and traditional games, all sourced from the family’s cultural background. This not only educated other children about diverse cultures but also made the child feel valued and respected, reinforcing the importance of inclusivity and cultural awareness. |
| Can you describe a time where you needed to put aside your personal beliefs/values to progress a child’s learning or development? | Explain how the practices you implement to meet Element 6.1.2 align with /complement your service philosophy. |
| **Putting Aside Personal Values:** Once, I needed to put aside my discomfort with high-sensory activities to facilitate a slime-making session, highly requested by children and supported by their families. This activity was particularly beneficial for a child with sensory processing needs. Although messy and noisy, it significantly engaged the child, enhancing their sensory integration skills, demonstrating the need to adapt my approach for their developmental benefits. | **Alignment with Service Philosophy:** Our practice of engaging families and respecting their views aligns with our service philosophy by creating an inclusive environment that values every family's input. By integrating families' ideas, cultures, and expertise into our programs, we foster an atmosphere of continuous improvement and mutual respect, ensuring that our educational practices are not only inclusive but also effective in meeting the diverse needs of the children we serve. |
| Please give an example where you respectfully engaged with families that have alternative cultural views. | Please discuss how your practices to engage with, respect, and reflect families’ views, beliefs and culture connect to the EYLF/MTOP. |
| **Engaging with Alternative Cultural Views:** Recently, we respected and integrated a family's cultural preference against celebrating certain holidays. Instead, we facilitated an educational session about various global cultural celebrations, allowing the child to share aspects of their culture. This approach ensured inclusivity while educating other children about diverse traditions and perspectives, fostering a respectful and inclusive environment. | **Connection to EYLF/MTOP:** Our engagement practices reflect the principles of the Early Years Learning Framework (EYLF) and My Time, Our Place (MTOP), particularly the focus on partnerships with families, respect for diversity, and responsive practices. By valuing and incorporating families' views and cultures into our programming, we support children’s holistic development and ensure that our learning environments are welcoming spaces that reflect and enrich the lives and identities of all children and their families. |
| Please discuss how you include families in decisions about their child’s learning. | Give an example of a reflection showing awareness that your personal and professional values may influence the way you engage with families and support their participation. |
| **Involving Families in Decision-Making:** We consistently involve families in decisions about their child’s learning by scheduling regular meetings where educational goals and strategies are discussed. For instance, when a child was transitioning to a new room, we collaborated closely with the parents to ensure the move aligned with their developmental stage and comfort. Parents contributed ideas about how to make the transition smoother, which were then incorporated into our plan. | **Reflection on Personal and Professional Values:** Reflecting on my interaction with families, I recognise that my background as a third-generation educator might bias my expectations towards traditional educational values. For example, I have had to consciously adjust my approach to not favour families that readily engage with conventional school-like activities, instead making an effort to value and include all families, regardless of their familiarity with or orientation towards traditional educational settings. This awareness helps me strive towards being more inclusive and supportive of every family's unique contributions. |