

Families are supported from enrolment to be involved in the service and contribute to service decisions.

## Section 1. Early career educator

Sometimes when parents need to leave their child at a new early childhood centre, they may worry that their child won't feel comfortable there. They might also worry about not being able to talk to the people taking care of their child during the day. This can make them feel anxious and worried.



These worries can be made worse if the child has had bad experiences with being away from their parents before or if the parents don't fully trust the new early childhood centre. The important thing is for the people taking care of the child to understand these worries and do things to help. This might mean talking to the parents about their child's progress and making sure they feel comfortable leaving their child in their care. It's important to create a welcoming environment where both the child and the parents feel safe and secure.



You must know

The enrolment process is like a chance for the centre to tell families about how they do things, what they believe in, and who's in charge. Educators should also talk to families to learn more about their child and how they can help them learn and grow.

For parents, it's a good idea to visit the centre first and get to know what it's like. And if they need help or have questions during the enrolment and orientation process, educators are there for support.



You must practice

Make sure families understand everything about the centre, like what it's all about and how it works. You should also talk to families to learn more about their child and what they need to learn and grow.

When children start, you should make sure they feel safe and happy while they're away from their families.

It's also important to involve families in decision-making and let them know what's happening at the centre. You should be friendly and respectful to all families, no matter where they're from or what language they speak. And if families need information in a different language, you should provide it for them.



Looking at real practice

Victoria, a new educator said, "It's easier if I imagined myself as a busy parent who is looking for a safe, nurturing and stimulating environment for my child. I then thought about the types of questions and concerns I might have and the type of support I would appreciate from the centre.

I made sure that when new families enrolled in our centre, I took the time to introduce myself and get to know them. I asked them questions about their child's interests, their cultural background, and any special needs they may have had, how they best get to sleep and what stage they were at with their toileting. This helped me to understand the children better.

I then make sure I catch up with the parent to update them on their child's progress. I have had to use language that was culturally sensitive and tailored to their communication preferences. For instance, I made sure to use formal or informal language as appropriate and to make eye contact when speaking to them.

Through these actions, I was able to build positive relationships with families that were based on trust, respect, and open communication. This allowed us to work together to create the best possible learning environment for their child, and to support their family's needs both inside and outside the centre".

### Week 10, 3 to 6 April 2023 – 6.1.1 Engagement with the service

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Try doing what Victoria did and imagine you are a new parent, what type of support do your new parents need at your centre?



*greet families*

### Try this practice – greeting families.

When a parent and child walk into the room, go up to them and greet them. Use both the child's and parent's name and ask these 4 questions

- a. How did they sleep?
- b. Any medication?
- c. Any special visitors like Nan or Pop?
- d. What did they do on the weekend?

### Material and resources

A happy voice and a big friendly smile  
Medication form if required  
Communication sheet for the room  
Weekend sheet

### Things to say to children.

"Hi Billy and Stu, how are you today?"

"Is there anything we need to know? How did Billy sleep last night?"

Stu "His little brother woke us all at about 3am, he is teething"

"Oh, that's no good, if you need to have a rest Billy, make sure you come and get us and we can set up a bed if you need it. Now is there any medication?"

Stu "No"

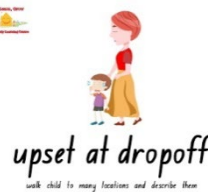
"What about grandparents visiting or other friends and family? What about your weekend, any interesting things happening that we could use in the curriculum?"

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### Things to remember.

- You must use a genuine voice and get down to the child's eye level and look them in the eyes when talking to them.
- Always use the parents' name.
- Get the parent to complete the medication sheet immediately, then double check it together
- Write any information on the communication and weekend sheet with the parent



How to settle upset children at drop-offs  
offer a transition activity or a comforting item to take with them, such as a favourite toy or blanket.

Reassure the parent that their child will be well-cared for and offer to provide updates throughout the day, if requested.

Say goodbye to the parent and child warmly and encourage them to have a good day.

Comfort the child if needed and help them transition.

1. child is upset at drop-offs take the child and walk them around to different locations. Outside works best.
2. Point out all the places you know they have fun in and remind the child that they do have fun here.

After reading the above steps, where could you improve?