

6.1.3

Families are supported

Week 12 – 1.5.2023
Monday to Friday



Checklist

Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If there's something on the checklist that you're not doing, you need to adjust your practice to do it, or ask for help and training to implement it ie work with your educational/room leader who should teach/coach you how to do it. This process uses the **summative assessment process** from the **new EYLF**. Educators review your achievements and capabilities at specified or selected timepoints. Please make a judgement about the path you are on to understanding the element.

The checklist keys to use.

E = **Embedded** I do that **ALL** the time

K = I **know** I need to do that, but I don't do it all the time

T = Please **teach** me how to do it or improve my understanding of why I need to do it.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

	ED1	ED2	ED3	ED4	ED5
Would a visitor to your service see how you share information with families about the service philosophy and operation eg roles and responsibilities, meetings, events, self-assessment process and improvements, policies and procedures, Law and Regs, NQS?					
Would a visitor to your service see how you share information with families about parenting, children's wellbeing, and community services that can support families in these areas?					
Would a visitor to your service see how you share information in a way that's easy-to-understand eg no jargon, clear directions, in home language where possible?					
Would a visitor to your service see how you are familiar with the different ways information about service operations and local community support services is given to families eg information area/library, newsletters, communication books, handbook, social media, websites etc?					
Would a visitor to your service see how you know what information and resources are available from the information area/library?					
Would a visitor to your service see how you help families identify and access local community services that support parenting and family wellbeing in a way that ensures their privacy?					
Would a visitor to your service see how you confidently and sensitively help families access information or support if they don't directly raise the issue or ask for help?					
Would a visitor to your service see how you are familiar with how your service keeps printed information and contact details for community services up to date, and how changes are communicated to staff eg at staff meetings?					

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



The EYLF says. “Evaluation practices involve educators’ critical reflection on the effectiveness of their planning and implementation of curriculum for children’s learning as part of the planning cycle, both for and with children’. Pick one of the following reflection points to complete the table below:

- What could stop you from connecting families with community resources that support parenting? How could you overcome these? (Example below for this point)
- How effective is the family library/parenting information area? How could it be improved?
- What might help families to become more interested in and/or respond to information about Service operations?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>	<p>I love learning new things and exploring the bugs and insects around me! It makes me so happy when my mum and dad, and teachers help me learn all about bugs. When they talk about me, it makes me feel extra special because I know they care about me and want me to learn about bugs.</p>	<p>To overcome these barriers, I believe that we (educators) can work to build strong relationships with families by communicating with them regularly and providing them with information about available resources.</p>
 <p>an educator</p>	<p>Sometimes it can be challenging to connect families with community resources that support parenting. Some families may not know about these resources, while others may face barriers such as language differences or lack of transportation.</p>	<p>We need to make sure all our contacts are up to date and the correct phone numbers.</p> <p>It may also be helpful to provide translation services and work with cultural liaisons to help bridge the gap between families us.</p>
 <p>your families</p>	<p>I want to feel involved in my child's learning and development. I want to know how my child is doing, and I want to be able to support them at home. When educators tell me about what they are thinking about with their teaching practices and involve me in the planning process, it makes me feel like a valued partner in my child's education.</p>	<p>Educators can work with community organisations to develop partnerships and collaborations. These partnerships can help to provide families with information about available resources, as well as to address any barriers that may prevent families from accessing these resources.</p>
 <p>theorist and current research</p>	<p>Based on current research, incorporating evaluation practices into the planning cycle is essential for effective teaching and learning. It helps educators to identify areas where they can improve their teaching practices and ensure that they are meeting the needs of all children in their care. By involving families in the evaluation process, educators can gain valuable insights into the effectiveness of their teaching practices and make informed decisions about how to best support children's learning and development.</p>	

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<p>an educator</p>		
<p>your families</p>		
<p>theorist and current research</p>		

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