

**Quality Area 1**

**Educational program and practice**

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# 1 Discussion Point

How does your team currently ensure that daily routines are child-focused rather than adult focused?

Identify two daily routines that take place within your program, and describe a way in which these routines are, or could be more, child focused.

# 1 Activity

Using the photos from your classroom (or those provided) discuss:

Is the environment/experience child focused?

Is the environment/experience inclusive?

Is the environment/experience suited to the children's abilities?

# 1 Discussion Point

Discuss the ways in which your program, practices and environment demonstrates that children's ideas, thinking and interests are valued.

# 1 Activity

Take a minute to brainstorm and list all of the ways an educator might document a child's experiences, interests, thinking and learning? (For example, an educator may choose to use photos or learning stories).

Discuss and record how you can use your documentation to improve outcomes for children.

# 1 Discussion Point

Choose one of the following children's interests and discuss how you would approach a child with one of the following interests:

- Snails
- Weapons
- Astronomy
- Make-up

# 1 Discussion Point

Discuss four ways that children may communicate with those around them.

How do you foster the development of relationships between children?

For further information, see Developing Children's Social and Emotional Skills: <https://beyou.edu.au>

# 1 Discussion Point

**Critical reflection** involves closely examining all aspects of events and experiences from different perspectives, with a focus on implications for equity and social justice (EYLF, page 45).

How does your team currently critically reflect on and evaluate its educational programs? How is this documented?

# 1 Discussion Point

**Agency** involves being able to make choices and decisions, to influence events and to have an impact on one's world (EYLF, page 45).

How do you ensure that children's agency is supported?

How does your team employ different strategies or practices for different ages, abilities or groups?

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## 1 Discussion Point

Early learning environments in schools are not required to provide a program that is based on an approved learning framework.

**False.** Schools must ensure that the educational program is based on an approved learning framework.

## 1 Discussion Point

In the approved learning frameworks, Outcome 4 identifies how children develop dispositions for learning (EYLF, page 34).

Can you identify one of those dispositions and discuss when you have observed a child displaying that disposition?

## 1 Trivia Question

**Question:** What is curriculum?

**Answer:** In Kindergarten, curriculum means 'all the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development' (EYLP, page 9).

## 1 Discussion Point

Jean Piaget, a developmental theorist, believed that children need to have control over their learning, and therefore require open-ended learning experiences.

How does this theory influence your practice when planning learning experiences for children?

## 1 True or False?

Educators are required to use a specific template when documenting children's learning.

**False.** There are no mandated templates or programs for documentation. The NQS does not specify what types of documentation educators should use, or how often documentation should be produced. The key is to find appropriate ways to collect rich and meaningful information in each setting.

## 1 Discussion Point

Why do educators need to regularly observe and document children's learning and development?

## 1 Discussion Point

Describe your current planning cycle for children's learning and development.

## 1 Discussion Point

What documentation of children's learning and development is currently accessible for families to view?

How do you encourage families to access and contribute information to their child's learning?

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# 1 Discussion Point

Scaffolding can be described as the educator's decisions and actions that build on children's knowledge and skills to enhance their learning (EYLF, page 14)

In what ways do you scaffold children's learning in your daily practice?

# 1 Trivia Question

Question: Name the nationally approved learning framework that guides Kindergarten practice.

Answer:

*Belonging, Being and Becoming: The Early Years Learning Framework for Australia (EYLF)*

# 1 Discussion Point

Lev Vygotsky, a socio-cultural theorist believed that children learn through social interactions.

How do the learning experiences you provide encourage social interactions among children?

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**Quality Area 2**

**Children's health and safety**

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## 2 Activity

Take a walk around the class and observe how healthy eating is promoted, using your device to take a photo of an example.

Return to the group and discuss each educator's photos.

- Does your class promote healthy eating in a variety of ways?
- Is the promotion of healthy eating directed towards adults or children, or both?
- What are some of the ways that your school could encourage healthy eating?

## 2 Multiple Choice

You are assisting a child complete a puzzle when they point out a red back spider on the couch behind you. What would be the most appropriate first action to take?

- Take the child over to look at the spider.
- Encourage the child to pat the spider.
- Squash the spider with a puzzle piece.
- Advise the child to move away from the area and remove the spider from the premises.**

It is important to ensure every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.

## 2 Discussion Point

What procedure would you follow in the following scenarios?

- The toaster in the staff room has caught on fire.
- A parent is threatening staff with physical violence.
- A parent is 20 minutes late to pick up their child, and all emergency contacts are unable to be reached.

## 2 True or False?

Physical activity for children does not need to be planned as children are naturally active.

**False.** It is important to ensure physical activity is promoted through planned and spontaneous experiences and is appropriate for each child. Physical activity and attention to fine and gross motor skills provide children with the foundations for their growing independence and satisfaction in being able to do things for themselves (EYLF page 30).

## 2 Discussion Point

Discuss the ways in which your school actively manages and aims to reduce the spread of infectious diseases.

For further information, refer to DoE policies *Infectious Diseases Procedures for Schools* and *Infection Prevention and Control Guidelines*. Another recommended publication is *Staying Healthy: Preventing infectious diseases in early childhood education and care services* ([www.nhmrc.gov.au](http://www.nhmrc.gov.au)).

## 2 Multiple Choice

Who needs to be aware of children's health requirements?

- Educators
- Teacher assistants
- All of the above**

It is important that teacher assistants and educators are aware of the health requirements of all children and that there are effective processes to support and monitor these.

## 2 Discussion Point

What does effective supervision of children involve?

What procedures and practices do you currently have in place to ensure effective supervision of children at all times?

## 2



**Quality Area 2**

**Children's health and safety**

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## 2 Discussion Point

It is essential for educators to promote children's health and safety. This involves creating a healthy and safe environment that protects children from harm.

How can educators balance protecting children from harm while also allowing them to exercise their independence, take on new challenges and engage risk taking?

## 2 Discussion Point

Outcome 3 of the Early Years Learning Framework (EYLF, page 32) *Children have a strong sense of wellbeing* includes promoting children's health and safety. In particular, Outcome 3.2 states *Children take increasing responsibility for their own health and physical wellbeing*.

How does your school encourage children to achieve this outcome?

## 2 Discussion Point

The mother of a child in your school calls to let you know that her 5 year old daughter has been diagnosed with measles by a General Practitioner (GP). Measles is an infectious disease.

Discuss the actions you should take in this situation.

For further information, see DoE's *Infectious Diseases Procedures for Schools, Infection Prevention and Control Guidelines*.

## 2 True or False?

Medication cannot be administered to a child at school without authorisation from a parent or emergency contact.

**True**

For further information, see DoE's *Administration of Student Medication Procedure*

## 2 Discussion Point

Departmental theorist Rudolf Steiner was an advocate for children being trusted to take appropriate risks from a young age, such as two year old children cutting with real knives in the kitchen.

Do you agree with Steiner's view on this subject?

What would you consider to be appropriate risk-taking activities for young children?

## 2 Discussion Point

How does your school ensure that the outdoor environment remains safe, clean and in good repair?

Does the school have procedures in place to ensure cleanliness and safety are maintained?

## 2 Discussion Point

What hand-washing procedures do you use in your classroom?

Can you demonstrate the procedure for the group?

## 2 Discussion Point

Schools must ensure, as part of their Sun Protection Policy that reasonable steps are taken to protect children and educators from over exposure to ultraviolet radiation.

What are some of the health risks associated with sun exposure?



**Quality Area 3**

**Physical environment**



**Quality Area 3**

**Physical environment**



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**Quality Area 3**

**Physical environment**

### 3 True or False?

Meaningful learning is more likely to occur in the indoor environment.

False. Meaningful learning experiences can occur in both indoor and outdoor spaces. *The Early Years Learning Framework* states that 'The outdoor space is of equal importance as the indoor space in providing engaging experiences for children' (EYLF, page 15).

### 3 Scenario

A planning book is on display in the entrance to your classroom and highlights many of the play based learning experiences children engage in throughout the day. A parent approaches you after reading the book on her way to pick up her daughter. The parent and her daughter are new to the school, having only been attending for the week. The parent appears concerned and asks you 'How are they learning anything if they are just playing all day?'

How would you respond to this parent?

### 3 Discussion Point

Do the indoor spaces provide children with ample natural light?

Is natural light blocked or hindered in any way?

Could furniture or items be rearranged to allow more natural light in?

### 3 Discussion Point

Do children have opportunities to explore and access the natural environment?

How is the natural environment incorporated indoors?

### 3 Discussion Point

How does your school highlight your responsibilities for the sustainable future and promote children's understanding about their responsibility to care for the environment?

### 3 Discussion Point

Does your school provide children with high quality resources?

Do the resources and materials provided to children demonstrate that you value their contributions and see them as capable participants in the environment?

### 3 Discussion Point

How do you model respect for the resources and materials made available to children in your classroom?

### 3 True or False?

Materials and resources should be used for one purpose only.

**False.** Educators can be creative in their use of equipment and materials to stimulate children's interest and curiosity. Choosing equipment and materials that can be used in multiple ways allows the environment to be regularly and readily rearranged or adjusted to provide additional interest, variety and challenge.

Children could also be supported to explore other appropriate ways of using equipment, resources and materials.



**Quality Area 3**

**Physical environment**



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**Quality Area 3**

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**Quality Area 3**

**Physical environment**

### 3 Multiple Choice

Which of the following activities is an example of an appropriate risk taking experience in classrooms?

- Reading an eBook on a digital device
- A supervised child climbing a small tree**
- A child throwing rocks over another child's heads
- A child climbing over the fence of the premises

### 3 Scenario

Tamara, a four year old child in Kindergarten, is afraid when other children ride bikes in the outdoor environment as she fears they will run into her.

What would you do in this situation to ensure the environment is inclusive and promotes this child's competence?

### 3 Discussion Point

One of the most significant influences on children's behaviour and attitudes is how significant adults in their lives' act.

How do you role model sustainable practices in your daily interactions with children?

### 3 True or False?

Art supplies that are not in use need to be stored at a height inaccessible for children to use independently.

**False.** Allowing children to independently access non-toxic resources that do not present a direct risk to safety promotes creativity and a sense of agency.

### 3 Discussion Point

Would you rather quality or quantity in the resources you have available for children?

Discuss the benefits and disadvantages of each.

### 3 Multiple Choice

#### Part A (card 1 of 2)

**Scenario:** Beth is four years old, and requires the use of a mobility aid to walk. The door frame between the indoor and outdoor environment in your classroom is raised, making it hard for Beth to move between the two.

Continues on *Multiple Choice – Part B...*

### 3 Multiple Choice

#### Part B (card 2 of 2)

... Continued from *Multiple Choice – Part A:* What action should you take to ensure the environment is inclusive of Beth's needs?

- Tell Beth that she must stay inside when she is at school.
- Get a smooth ramp to go over the door frame and consider other adjustments that can make the outdoor environment more inclusive.**
- Restrict all children from going outside when Beth is present.
- Tell Beth's parents that the school cannot accept her, as it would be too difficult to accommodate her needs.

### 3 Scenario

You are currently employed as an educator at an inner-city school. Recently, you attended a conference discussing the benefits of incorporating forest preschool, or 'bush kinder' into the educational program; encouraging children to spend more time outdoors and in nature.

How would you incorporate the concept and associated benefits of a nature program into your class room?



**Quality Area 3**

**Physical environment**



**Quality Area 3**

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**Quality Area 3**

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### 3 Activity

How is the design of your facilities/ premises appropriate for the operation of your program?

List any adaptations or changes you would like to make and why.

Circle the changes that you believe could be achieved within the next 12 months, and share your ideas with the group. Is this something that could be further explored in the *School Improvement Plan*?

### 3 Discussion Point

The Reggio Emilia philosophy considers the environment to be the child's 'third teacher'.

What does this concept mean to you?

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**Quality Area 4**



**Staffing arrangements**

**Quality Area 4**



**Staffing arrangements**

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**Staffing arrangements**

## 4 Discussion Point

What does your school consider as appropriate tasks to be undertaken during non-contact time?

- Programming
- Meeting with parents
- Meeting with inclusion support professionals
- Networking with relevant organisations, such as community groups, education and care services etc
- Running pre-Kindergarten sessions

## 4 Discussion Point

Discuss the benefits of a mentoring program between beginning and more experienced staff members in a school.

Does your school have a mentoring or 'buddy system' in place? Why or why not?

## 4 Discussion Point

Are you aware of the current educator-to-child ratios for your class?

Discuss how these ratios contribute to quality practice.

## 4 Discussion Point

How does the Early Years team at your school demonstrate that they are open to change and new possibilities?

## 4 Discussion Point

Does your school have regular team meetings?

What strategies are in place to promote collaborative work that affirms, challenges, supports and provides opportunities for educators to learn from each other?

What collaborative projects are educators currently working on?

## 4 Scenario

How would you demonstrate care, empathy and respect for families, your colleagues and children in each of the scenarios below?

- You notice a co-worker, crying in the staffroom.
- A parent presents to school visibly upset. He informs you that he has just been made redundant from his job.
- You notice that a child has retreated behind the book stand. You find them huddled in the corner, crying.

## 4 True or False?

Written permission must be obtained from families each time a child leaves the school premises.

**True.** Families need to sign their child out at the school office if they are leaving during the day.

## 4 Discussion Point

How do you ensure that children experience continuity of educators at your school?

**Quality Area 4**



**Staffing arrangements**

**Quality Area 4**



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**Staffing arrangements**

## 4 True or False?

Risk assessment documentation must be completed before an excursion.

**True.** Educators must ensure a risk assessment is carried out for an excursion and approved by the principal.

## 4 Discussion Point

Are all educators in the early years at your school aware of Early Childhood Australia's *Code of Ethics* core principles?

How do these principles inform respectful staff interactions and relationships?

For further information, see *Code of Ethics*: [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)

## 4 Activity

Are individual educator's strengths and skills recognised and valued in the workplace?

Write down a skill or talent that you would feel comfortable contributing to the program. How can these be incorporated?

## 4 Discussion Point

What does mutual respect look like in the workplace?

What is the importance of team members demonstrating mutual respect to one another?

## 4 Discussion Point

If in your class children simultaneously engage in experiences both indoors and outdoors, how do educators ensure that children in both environments are effectively supervised?

## 4 Discussion Point

Consider the way in which feedback is communicated between colleagues at your school.

Is this form of communication respectful and effective?

Could you change the way in which you personally communicate to more effectively provide feedback to one another?

## 4

## 4

**Quality Area 5**

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**Relationships with children**

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**Relationships with children**

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## 5 Discussion Point

How do our own beliefs and attitudes influence the way in which we guide children's behaviour?

Does your approach allow for a culture of respect, equity and fairness?

## 5 True or False?

Schools are required to develop a policy on behaviour management.

**True.** A school must have a behaviour management policy. This policy must outline the school's procedures and strategies for ensuring that interactions with children are respectful and appropriate and understood by all those interacting with children.

## 5 Discussion Point

In what ways might your childhood experiences influence how you build relationships and interact with children today?

## 5 Discussion Point

How are children supported to develop relationships with their peers and to understand how their own actions affect others?

How are children who have specifically diagnosed behavioural or social difficulties (such as Autism Spectrum Disorder or Attention Deficit Disorder) genuinely and sensitively supported to develop relationships with their peers and to understand how their own actions affect others?

## 5 Multiple Choice

Which of the following is an example of a responsive and respectful relationship?

- Asking a child how their weekend was and then not listening to their answer
- Telling a child to stop crying over 'silly things'
- Comforting a child when they seem upset about something**
- Yelling at a child when they make a mistake

## 5 Multiple Choice

Michael (age 5) is passionate about soccer, and often brings his soccer ball into school. An educator takes the ball from Michael and says that he needs to engage in a variety of learning experiences. The educator ignores Michael's request to have his ball back.

The educator is not ensuring Michael's right to:

- Relax, play and join a wide range of leisure activities
- Develop his personality and talents
- Contribute to decision-making that affects him and to have his opinions taken into account
- All of the above**

## 5 Discussion Point

### Part A (card 1 of 2)

The Early Childhood Australia (ECA) *Code of Ethics* suggests that in relation to children, educators should, for example:

- act in the best interests of all children
- create and maintain safe, healthy, inclusive environments that support children's agency and enhance their learning
- provide a meaningful curriculum to enrich children's learning, balancing child and educator initiated experiences
- understand how play and leisure enhance children's learning, development and wellbeing.

Continues on *Discussion Point – Part B...*

## 5 Discussion Point

### Part B (card 2 of 2)

...Continued from *Discussion Point – Part A*: How are these incorporated into your classroom?

For more information, see *Code of Ethics*: [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)

**Quality Area 5**

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**Relationships with children**

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## 5 Scenario

Cooper is playing a board game with three other children. Cooper is one move away from winning the game when one of the other children finishes first. Cooper becomes very upset and starts crying and screaming. He accuses the other child of cheating and screams: 'It's not fair!'

In this situation what would be the most appropriate way to support Cooper in managing his emotions and promoting his prosocial behaviour?

## 5 Discussion Point

What strategies are used to assist all children in developing a sense of belonging and confidence in your classroom?

## 5 Discussion Point

Think of an important relationship you have had in your life. What was the impact of this relationship?

How might the relationships you build with the children in your class impact upon their lives?

## 5 Discussion Point

*The Early Years Learning Framework*, states 'Relationships are the foundations for the construction of identity' (EYLF, page 20)

What does this quote mean to you?

How does this quote influence your practice?

## 5 Discussion Point

Choose one of the following curriculum areas and discuss ways in which you could foster peer relationships among children:

- Music and movement experiences
- Drama experiences
- Daily routines

## 5 Discussion Point

In what ways do you support children to:

- engage in enjoyable interactions with their peers
- contribute to shared play experiences
- respond positively to ideas and suggestions from others?

## 5 Scenario

Remy (age 4) has recently started attending your school. Remy and her family have just immigrated to Australia from France. She speaks minimal English and the language spoken at home is French. During Remy's first week at your school, you notice she only engages in solitary play and appears to be upset much of the time.

How will you facilitate the development of peer relationships?

How can you ensure that Remy is supported to feel secure, confident and included in your class?

## 5 True or False?

Educators should resolve children's conflicts for them?

**False.** Each child should be supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.



**Quality Area 5**

**Relationships with children**

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## 5 Discussion Point

How would you manage a situation in which a parent has different expectations from your school in relation to guiding children's behaviour?

## 5 Discussion Point

Albert Bandura, a socio-behaviourist, believed that educators should be conscious of their own behaviour; that they should model, demonstrate and act in ways that they would like the children to behave.

Are you conscious of your own behaviours when with children?

Have you considered how children might copy or imitate your behaviour? Share an example.

## 5 Discussion Point

John Bowlby's theory of attachment recognises the affectionate tie that children have with the special people in their lives. This vitally important tie allows children to experience pleasure and joy, and be comforted by their nearness in times of stress.

Do young children in your class demonstrate signs of secure attachment with their educator/s? (such as talking, smiling, laughing or seeking comfort from educators in times of distress). Share an example.

## 5 Multiple Choice

Schools must take reasonable steps to ensure that the educators provide education to children in a way that:

- Encourages the children to express themselves and their opinions
- Allows the children to undertake experiences that develop self-reliance and self-esteem
- Gives each child positive guidance and encouragement toward acceptable behaviour
- All of the above**

## 5 Discussion Point

Discuss any experiences you have had of children experiencing separation anxiety in a classroom setting.

How did you support the child through this experience?

## 5 Discussion Point

How would you ensure that the dignity and rights of the child are maintained when:

- a child has had a toileting accident during a group experience
- a child with a physical disability is being excluded from a racing game by their peers.

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## 5



**Quality Area 6**

**Collaborative partnerships  
with families and  
communities**



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**Quality Area 6**

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communities**

## 6 Discussion Point

How do you support and reassure families with a child new to the school who are feeling nervous about leaving their child.

## 6 Discussion Point

How do you encourage families to contribute to the classes program and to their child's experiences in ways that incorporate their cultural background?

## 6 Discussion Point

What is your schools current family enrolment and orientation process?

Could any positive changes be made to this process in order to further foster respectful, supportive relationships with families?

## 6 Discussion Point

Is your school readily prepared to communicate with families for whom literacy is an issue, or English is not a first language?

What practices are currently in place?

What organisations could you contact to access additional help?

## 6 Discussion Point

'It takes a village to raise a child'

What does this African proverb, commonly referred to in Reggio Emilia philosophy mean to you?

## 6 Discussion Point

Who are the traditional owners of the land upon which your school is located?

If not known, how could you find out and learn about the local culture?

How could you involve children, families and the community in embedding Aboriginal and Torres Strait Islander culture into your program?

## 6 Discussion Point

Discuss the benefits of working in collaborative partnerships with families for:

- Children
- The school
- The community

## 6 Discussion Point

How do you involve families in decisions relating to their child?

What are you willing or unwilling to share decisions about?



**Quality Area 6**

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## 6 Discussion Point

Discuss ways in which your school engages with your local community?

## 6 True or False?

The Australian Early Development Census (AEDC) is a resource readily available to the public that can support educators to better understand their community.

**True.** The AEDC is a data snapshot that measures children's development in their first year of school. The data is collected against five domains and measures whether children are developmentally 'on track', 'at risk' or 'vulnerable' in terms of meeting developmental milestones.

For further information: [www.aedc.gov.au](http://www.aedc.gov.au)

## 6 Scenario

### Part A (card 1 of 2)

Maggie, who attends your Kindergarten, has advanced language development and a vast vocabulary. She has begun reading independently and enjoys dictating stories to her parents to create her own books.

Maggie pays little attention to the other children in the program and often becomes disruptive during group activities – commenting about how 'boring' it is.

Continues on *Scenario – Part B...*

## 6 Scenario

### Part B (card 2 of 2)

...Continued from *Scenario – Part A*: Maggie's family says she has started complaining about having to attend Kindergarten – saying it is 'for babies', and have asked the educators to spend more time engaging Maggie's interest in writing her stories.

How would you work collaboratively with Maggie and her family to support her ongoing inclusion in your program, and build on her strengths and interests?

## 6 Activity

Look at your classroom entrance and information area. What messages does this area send to families?

Use your device to capture an example of the entrance area that you believe communicates that the school values families' input?

Return to the group, and discuss each educator's photo.

## 6 Discussion Point

In a school, educators must make curriculum decisions that promote inclusion and participation by all children (EYLF, page 12). What policies, practices and strategies are in place to support the inclusion of children:

- with additional needs?
- from cultural and linguistically diverse backgrounds?
- who identify as Aboriginal or Torres Strait Islander?

Where might you access additional assistance to ensure that your class is 'inclusion ready'?

## 6 Activity

Walk around the classroom and take photos of things in your classroom's environment that reflect:

- the lives of the children and families using the service
- the cultural diversity of the broader community
- Australia's rich Aboriginal and Torres Strait Islander culture.

Bring them back to the group and discuss opportunities to improve on your current practices?

## 6 Activity

List the Education and Care services in your area.

As a group, discuss opportunities to strengthen relationships between school and relevant Education and Care Services.

Brainstorm strategies you can use to work collaboratively to ensure a smooth transition for children moving from Education and Care to school.



**Quality Area 6**

**Collaborative partnerships  
with families and  
communities**



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## 6 Discussion Point

Does your school currently use books, images and resources that reflect children and people with disabilities as active participants in the community?

If not, what kind of resources could be incorporated into your setting?

## 6 Discussion Point

Socio-cultural theorist Urie Bronfenbrenner called attention to the large number of environmental and societal influences on a child's development. He believed that family involvement in a school setting was essential for a child's learning and development.

What strategies do you use to gather the wealth of knowledge families have about their children?

How do you document this and incorporate it into your practice?

## 6 Discussion Point

How does your school facilitate communication with families who have specific or diverse communication needs?

## 6 Scenario

Elijah is a four year old child who has recently enrolled in your school. Elijah's mother has requested that he practice his violin for a minimum of one hour each day whilst at school. She is happy to bring in Elijah's violin from home for him to practice with.

How would you respond to this request?

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**Quality Area 7**

**Governance and leadership**

**Quality Area 7**

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**Governance and leadership**

## 7 Discussion Point

How does your school's philosophy/vision inform and guide your practice?

Who is involved in the development of the school's philosophy/vision?

When was the last time the philosophy/vision was reviewed?

## 7 Discussion Point

What forms of leadership operate within your school?

How does this contribute to positive outcomes for children and families?

## 7 Discussion Point

In what ways do you learn and develop as a professional?

Can you provide an example of a time when new knowledge or an experience has influenced you or your practice?

## 7 Discussion Point

Think about the school's management and administration systems. How do they contribute to delivering a quality service for children and their families?

Would any areas benefit from improvement?

## 7 Discussion Point

Discuss how your school strives for and sustains quality practice through continuous improvement and forward planning.

## 7 Discussion Point

What is the difference between management and leadership?

Share an example of a time when either or both is needed.

## 7 Discussion Point

As an educator, time management skills are essential to developing a healthy work/life balance.

Do you have any effective time management tips or strategies you can share with the group?

## 7 Discussion Point

Does your school use electronic programs or software platforms for documenting and programming?

What are some of the benefits and/or disadvantages of this form of programming?

**Quality Area 7**

**Governance and leadership**

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**Governance and leadership**

## 7 Discussion Point

Using complaints from families is a good starting point for reflection on practice and continuous improvement.

Share an example of when your school has (or should have) changed a practice, program or policy based on a complaint.

## 7 Discussion Point

What self-assessment policies and procedures does your school currently have in place for educators and staff?

How do opportunities for self-assessment influence future professional development and training opportunities?

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