

# Hamilton Community Pre-School

"Where discoveries, learning and fun connect"



## Information Sheets for Parents:

### ***Settling Families into Pre-School***

#### **National Quality Standard – Quality Area 6**

**Element 6.1.1 – Engagement with the service. Families are supported from enrolment to be involved in the service and contribute to service decisions**

The beginning of the year is the time when we begin and continue to build a sense of belonging, strengthening partnerships with families, sharing information about the children's current knowledge, interests, abilities and preferences. Throughout the Early Years Learning Framework we are guided by the emphasis that 'partnerships are based on the foundations of understanding each other's expectations and attitudes and building on the strength of each other's knowledge'.

At Hamilton Community Pre-School we believe that collaborative partnerships between families and educators is created through initial contact that is respectful and shows a genuine interest in developing shared outcomes for children.

Settling in or continuing is a positive experience when there is a strong sense of belonging, and this is achieved by supporting children to develop friendships and creating an environment that is engaging and reflective of each child's culture and identity.

Aside from the Early Years Learning Framework, we are also guided by the National Quality Standards. Quality Area 6 has a key focus on collaborative partnerships with families and communities. We are directed to engage families in the decisions that shape the program for their child and to share information about their child's engagement and learning.

Encouraging family's sense of belonging and inclusion strengthens their understanding of our philosophy in addition to how and why service policies and procedures operate. We also adhere to clarify everyone's expectations by valuing expertise and building trusting relationships. As educators we must facilitate and find ways to provide authentic opportunities for families to be involved in and contribute to their child's learning. Before we can work toward this, we must first think about how we help families to feel part of what we do. What do families perceive and feel as they walk through the gate. Are they welcomed in a way that gives them a sense of belonging? Essentially, if families feel comfortable in our presence and environment, they will openly begin to contribute to what we do, and if families feel happy children will observe and respond in this way also.

We welcome any feedback at any time from families to ensure we are doing everything possible to achieve these goals.