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## Topic 1

In this topic you will learn about:

- 1A Observing and gathering information about children**
- 1B Following recording guidelines**

## Gathering and documenting information about children

Observing and gathering information is part of the ongoing cycle of planning, documenting and evaluating children's learning. These processes help you form an appropriate curriculum and demonstrate pedagogy that is responsive to children.

Notice what the children are doing and make mental notes or jot down points for more detailed recording later. Keep an eye out for meaningful details that will help you provide further learning for the child. These details are referred to as ‘points of evidence’, as they provide evidence of how a child is progressing in relation to developmental goals or outcomes. See the EYLF Practice: Assessments for learning or the MTOP Practice: Evaluation for wellbeing and learning to read more about information that forms evidence.

Some points of evidence you gather may include:

- ▶ the way a child is involved in a project
- ▶ the skills the child uses
- ▶ how the child interacts with others
- ▶ the child’s interests and ideas.

The following table illustrates how an observation might be used to develop a greater understanding of a child. Linking to the EYLF and MTOP clarifies what is occurring in this situation and allows you to see how the child’s needs are being met.

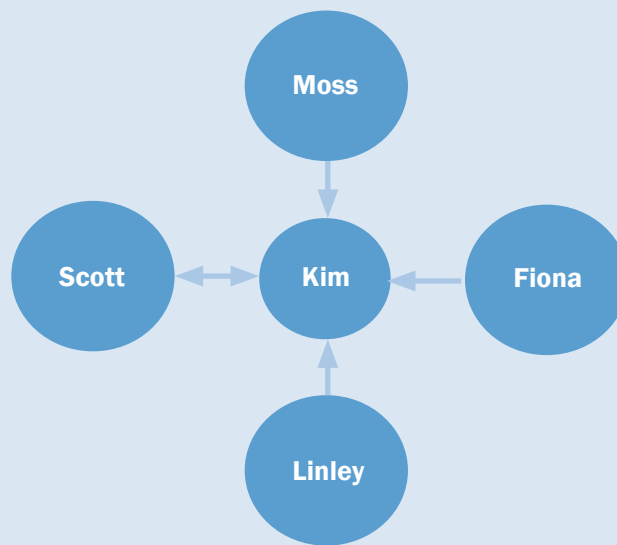
Link to EYLF	Example
Point of evidence	An infant is cuddling up to an educator. The educator is talking quietly to the infant and the infant is smiling up at the educator.
Outcome 1	Children have a strong sense of identity
Sub-outcome	Children feel safe, secure and supported
Overall goal	Belonging and being
Principle 1	Secure, respectful and reciprocal relationships
Practice	Responsiveness to children

Link to MTOP	Example
Point of evidence	A child and educator are talking quietly while they sit at the snack table. They are discussing the events of the weekend and the child is explaining how they celebrated a religious event. The educator is showing interest by asking questions and telling the child how interested they are in the event.
Outcome 1	Children have a strong sense of identity
Sub-outcome	Children develop knowledgeable and confident self-identities
Overall goal	Belonging, being and becoming
Principle 1	Secure, respectful and reciprocal relationships
Practices	Collaboration with children Cultural competence

Example

### Mapping social interaction

Kim's mum is concerned that Kim does not interact with other children while at the service. Richard, an educator, uses a sociogram to collect interaction information and later adds a summary so Kim's mum can see how Kim participates socially.



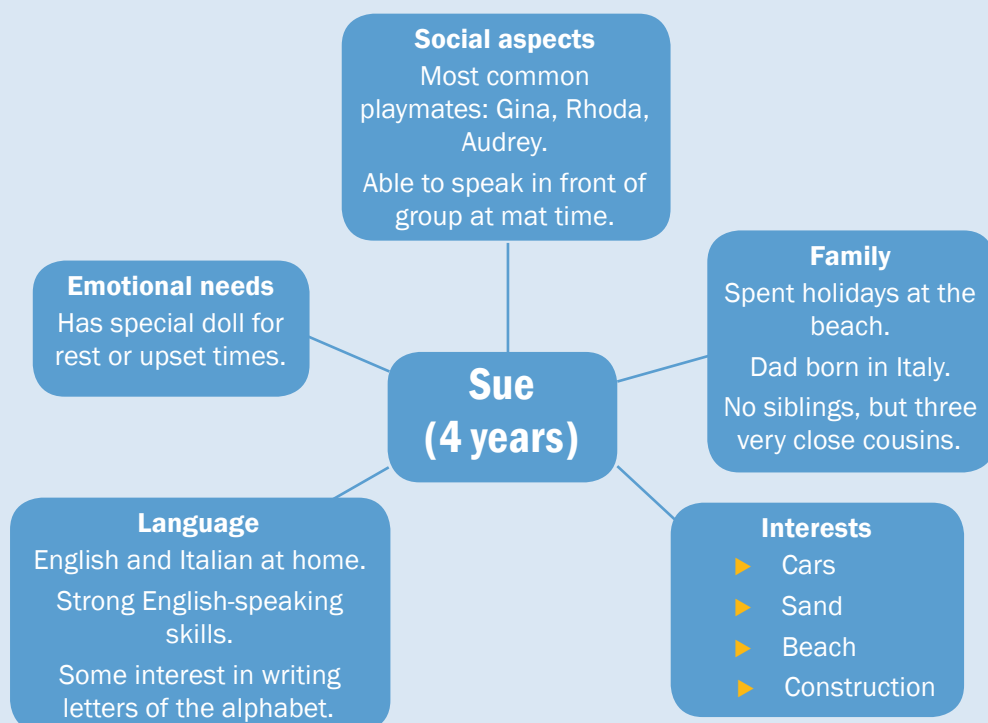
Richard's sociogram demonstrates that Kim was spoken to by four children (you can see they spoke to her as the arrows point toward Kim), but that Kim only responded to Scott (you can see this as an arrow points from Kim to Scott). Richard decides to make further observations of Kim's relationship with Scott and other children.

## Webs

Webs are an excellent tool for documenting a range of information about a particular child or group. The structure of a web allows you to identify links and clearly map out aspects you are focusing on. They are also useful for brainstorming activities.

Example

### Using a web to map information about a child



Remember not to rely on ICT alone. In some services, equipment may not be readily available or staff may not know how to use equipment confidently and safely. ICT is a useful tool, but you need to direct its use to create useful and actionable learning records. It should be used to supply supplementary evidence.

Consider the following points when collecting audio and visual material:

- ▶ You may need to edit material before sharing it with others.
- ▶ Children may stage their activity for the camera.
- ▶ Make sure you have permission from parents before displaying children in slideshows, recordings or photographs. This may affect the recordings you take of other children.
- ▶ Note who did the recording or photographing, and the date, time, place and event.
- ▶ Use children's names as you speak to them during a sound recording as you may not recognise a variety of voices on the playback.

## Example

### Using photographs effectively

A group of children are creating a huge sandcastle in the sandpit. Two children are moving cars and toy people over the sand. Two other children are using feathers and shells to decorate the edge of the castle. Other children are discussing where to place the flag.

The weather begins to change and Cassie, the educator, points out that it might rain. The children are disappointed and concerned that the rain will destroy the castle before their parents get to see it.

Cassie suggests taking a photograph so their hard work can be recorded and shown to others. Raseem's father has asked that Raseem not be photographed, so Cassie asks Raseem if he would like to be 'official photographer'. He takes five pictures of the other children with the castle.

Cassie and Raseem choose the best picture. Cassie prints it out and puts it on the noticeboard. At pick-up, the children excitedly show their parents what they achieved.

## Practice task 1

1. Research a service's policies and procedures to find out how and when parents give permission for observations and photographs of their children. Write down what you find out.

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2. Observe children for one hour uninterrupted.
  - a. Make a log of everything you notice in relation to children's learning and behaviour. Use jottings or dot points to record what you notice.

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# 1B Following recording guidelines

When gathering and recording information about children, ensure that you adhere to the NQS and your service's policies and procedures.

To create a holistic view of a child's interests, behaviour and development, you need to:

- ▶ gather information and observations over time and in a variety of spaces
- ▶ include the voices of educators, children, peers, families and other professionals
- ▶ ensure the assessment methods and tools used to gather information consider assessment principles
- ▶ demonstrate inclusive assessment practices.

Watch this video about collecting and writing records appropriately.



## Complying with guidelines

Your educational leader and supervisor will help you understand the expectations of your service and follow the National Quality Framework (NQF), including the NQS, MTOP and EYLF. You can access the NQF at: <http://aspirelr.link/explaining-nqf>

You need to gain parents' permission before starting an observation process. This prerequisite will be identified in your service policies and is usually discussed with families as part of their orientation.

You must ensure information is gathered honestly, openly, and with due consideration for privacy and confidentiality. To do this you need to comply with:

- ▶ the Education and Care Services National Regulations
- ▶ the NQS
- ▶ the Early Childhood Australia (ECA) Code of Ethics: <http://aspirelr.link/eca-code-of-ethics>
- ▶ the United Nations Convention on the Rights of the Child
- ▶ the *Privacy Act 1988* (Cth).

The Privacy Act protects all the personal information you handle, such as enrolment forms, developmental information and day-to-day information shared at drop-off and pick-up times. Never leave any documentation where others can access it, such as on benchtops, in staffrooms or in your car. Personal information needs to be stored appropriately in a lockable filing cabinet or on a password-protected computer.

The service's philosophy guides the type of learning activities and experiences you provide. The service's policies and procedures tell you what observations to focus on, how many observations you should take, how you could record these and whether you have permission to use your initiative to make these decisions.



## Portfolio assessment

A portfolio is a collection of information about a child that is developed in partnership with the child, their family and other educators to form a holistic view of their learning. It may be presented in a folder or display book, box, envelope or art folio, or in a computer file or website.

The aim of an assessment portfolio is to gather records that demonstrate the child's strengths, learning, relationships and interests for others to view, comment on and add to. A typical portfolio contains samples of work, learning stories, anecdotal records and journal entries. An effective portfolio is an ongoing project.

A portfolio should:

- ▶ reflect on the holistic child
- ▶ allow the child to self-direct the project and reflect on the past
- ▶ clearly outline the child's development or any related outcomes
- ▶ contain samples to illustrate progress rather than single points in time
- ▶ include a range of recording methods
- ▶ include the voice of children, peers, families and other professionals if applicable.

## Formative assessment

Formative assessment is the result of you, the child and others interpreting the information you collect when the child is carrying out an activity.

Formative assessment looks at what the child is doing and identifies how that links with development, learning and behaviour. It takes points of evidence and gives them meaning. Formative assessment is commonly used as part of a learning story. The story tells you what occurred, then the formative assessment tells you what this means – it could be focused on development, EYLF/MTOP outcomes, dispositions or other important information.

## Objective assessment

An objective assessment reports what actually occurs. It requires a non-judgmental approach, ensuring that the child is not labelled in a negative or positive way. It is a fair and factual account of what occurred.

## Subjective assessment

A subjective assessment includes your personal opinions – what you think or how you feel about what you have observed. While a subjective assessment can be valuable, you need to word it in such a way that ensures others know it is subjective. You also need to assess this alongside the objective record, returning to objectivity when assessing the information.

## Summative assessment

Summative assessment occurs when you look back at a range of assessments to gain a comprehensive view of a child. This information can be shared with others, such as colleagues, parents and others who care for the child.

Summative assessment should occur at regular intervals so that you always have an up-to-date understanding of each child, including their behaviours and play preferences.

## Linking to learning framework outcomes

It is vital that your summative assessment links the child's development to the learning framework. The following table demonstrates one effective way of doing this.

Areas of focus	<b>Name: Casey P</b> <b>Age: 4.5 years</b>
<b>Outcome 1: Children have a strong sense of identity</b>	
Strengths	Takes considered risks and deals with outcomes
Interests	Uses dramatic play to explore different roles that connect with home experiences (mum, dad, grandma, sister, doctor, hairdresser)
Relationships	Demonstrates attachment to a particular educator
Learning	Persists with challenging activities, but occasionally becomes frustrated and displays anger
<b>Outcome 2: Children are connected with and contribute to their world</b>	
Strengths	Speaks in front of the large group confidently
Interests	Likes group play, attempts to be included in all group activities
Relationships	Spoke to educator about different skin colours of children at the service
Learning	Uses the words 'that's not fair' when playing games and she does not come first
<b>Outcome 3: Children have a strong sense of wellbeing</b>	
Strengths	Is aware of bodily needs and communicates these clearly
Interests	Asks to take on responsibilities at mealtimes and talks to other children about nutritious foods
Relationships	Tells educators that her baby sister needs a bottle
Learning	Enjoys movement activities and attempts new movements that are introduced
<b>Outcome 4: Children are confident and involved learners</b>	
Strengths	Knows a lot about how to use a computer
Interests	Spends time daily at the science activities
Relationships	Asks for educator support when persisting with a task
Learning	Asks many 'why' questions
<b>Outcome 5: Children are effective communicators</b>	
Strengths	Reads first and last name and some words that are meaningful to her, such as 'stop', 'exit' and 'zoo'
Interests	Interested in numbers and letters
Relationships	Listens to peers when they are talking
Learning	Attempts to recognise numbers up to 20



## Event sample

To ensure a holistic view of all children, remember to gather information about their progress towards each of the learning framework outcomes from as many sources as possible, including encouraging children to share their thoughts.

If you use a checklist or event sample, you can record the child's progress for each EYLF/MTOP outcome once you have collected adequate information. This works well with a small group of children when you are able to monitor the children's learning and development consistently and frequently. You can then pinpoint which areas to further investigate for the child.

### Example

#### Methods to monitor development

Child: Preschool group

Age: Four to five years

Date commenced: 09.01.18

Recorded by: Regina, Todd and Kylie

	Child 1: Bethanie	Child 2: Rose	Child 3: Harrison
<b>Outcome 1</b>	Interest	Behaviour	Strength
<b>Outcome 2</b>	Strength	Interest	Learning
<b>Outcome 3</b>	Behaviour	Learning	Learning
<b>Outcome 4</b>	Interest	Strength	
<b>Outcome 5</b>	Learning	Learning	Interest

Regina, Todd and Kylie worked to collect adequate information about all the children in the four to five age group. They now know they are able to plan using this information and will have a holistic view of each child.

The educators then decide that they need to collect more detailed information, so they use the checklist below to ensure they are collecting appropriate information.

Criteria	Child 1: Bethanie	Child 2: Rose	Child 3: Harrison
Background sheet	✓	✓	✓
Learning	✓	✓	✓
Strengths	✓		✓
Interests		✓	
Relationships		✓	✓
Play preferences		✓	✓
Behaviour	✓	✓	

# 2B Supporting children's learning

NQS Quality Area 1: Educational program and practice focuses on the curriculum and how you support children's learning. It relates to all aspects of program development, from collecting information about children to responding with critical reflection.

Some other relevant elements are included in the following table.



Element	Education program and practice
Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.

Educators have a responsibility to plan a program that takes into account appropriate developmental milestones and expectations. It needs to provide for every child's individual development and learning needs. The program should provide:

- ▶ relevant activity selection
- ▶ modified equipment, activities and precautions, where appropriate
- ▶ additional support when required
- ▶ specialist resources
- ▶ inclusive and unbiased responses.

To develop such a program you need to collaborate with parents, colleagues and specialists so you can identify where additional support is needed, and plan consultations and activities in line with your service's standards, policies and procedures.



## Children who need additional support

The information you gain during regular observation, recording and monitoring helps you develop a profile of each child and identify when they have a particular need in relation to their developmental progress. This enables you to develop an individual program and set specific goals and targets for the child.

The profile you develop of the child is not static; it must be reviewed regularly to ensure you have the most up-to-date information.

**A child's profile may comprise:**

- ▶ personal characteristics, such as age, gender, cultural and linguistic background, and family income, needs and circumstances
- ▶ the child's health and whether they have a disability
- ▶ their abilities and needs, such as their ability to socialise, communicate and use language, giftedness, and any behavioural or psychological needs.

Before establishing that a child needs additional support, observe them in a variety of situations over time and seek information from a range of people as part of your monitoring and screening process. Using only one assessment as evidence of a child's need for additional support is inappropriate and unfair to the child.

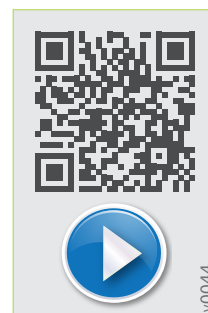
The information you gather allows you to:

- ▶ identify and clarify concerns
- ▶ identify whether this development or behaviour is appropriate
- ▶ gain a greater understanding of the situation
- ▶ gather and share information from different perspectives
- ▶ establish whether there are connected situations
- ▶ view the situation from the perspective of other children
- ▶ identify whether additional support is needed for the child to achieve a particular learning outcome.

Additional support may involve an assessment by an inclusion professional, who can identify needs and refer you and the child's family to appropriate services. They can also provide advice, resources and funds to eligible families. You can access information about Inclusion Agencies at: <http://aspirelr.link/inclusion-support-programme>

Always keep parents and family members up to date with their child's progress. Suggest ways they can provide support at home to help their child with a particular learning outcome. This could be reading to the child at bedtime, encouraging them to play with safe household items to develop their creativity, speaking to their child at their eye level, talking about positive things that happened in the child's day, or providing fun one-on-one times each day or week.

Watch this video to learn more about working with children who require additional support.



## Sharing information with families

To enable you to develop an appropriate plan for a child, regularly consult and collaborate with parents and family members. Circumstances may change from what the parent told you at enrolment or induction.

Make yourself available to speak to parents at appropriate times according to the structure of your service, and your role and responsibilities. By developing an ongoing partnership in which information is regularly shared between the service and parents, you contribute to strong, respectful relationships and share responsibility for monitoring the strengths and needs of the child. Reinforce your case by explaining that the more you know about a child, the more you can plan to meet the child's needs. Always show interest and encourage families to continue sharing information.

## Learning checkpoint 2

# Monitoring children's learning and development

### Part A

Complete the following tasks to continue to develop the files for the three children you observed in Learning checkpoint 1.

- For each child, use a format of your choice to complete a summative assessment that links to the EYLF/MTOP outcomes and represents each child's:
  - ▶ strengths
  - ▶ interests and play preferences
  - ▶ relationships
  - ▶ learning
  - ▶ need for additional support to meet an EYLF/MTOP outcome.
- Share your summative assessments with a colleague and/or the children's parents. Ask for their feedback on your summative assessment and see if there is any further information you can gather from them. Record this feedback.

### Part B

Read the case study, then complete the tasks that follow.

#### Case study

Linda is a Diploma-qualified educator working in a room with 27 children and two other educators. The children are aged between four and five years old and are from a range of backgrounds. They all speak and understand English well. The children usually attend the service between 9.00 am and 3.00 pm.

- Develop a process that Linda could use to ensure that each child is observed and suitable information is gathered to make the curriculum responsive and inclusive.

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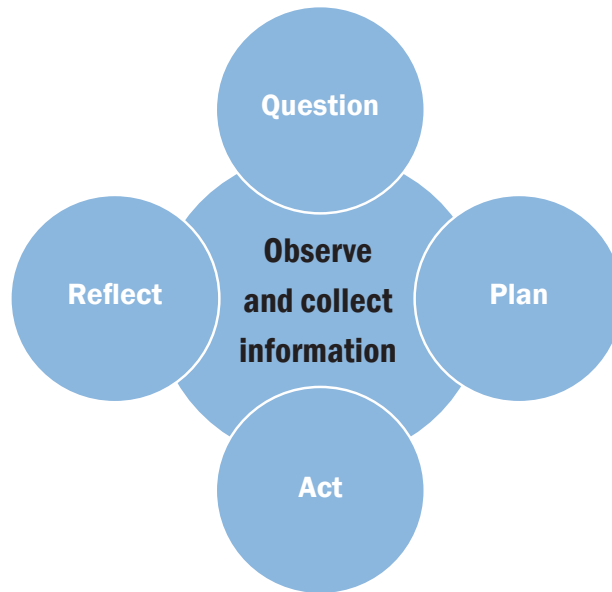
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# 3A Creating best-practice plans

The assessments you make help you plan learning experiences for each child based on their strengths, interests, relationships and developmental progress.

Be familiar with the planning cycle as outlined in the *Educators' guide to the early years learning framework for Australia* or *Educators' guide to the framework for school age care in Australia*.

The cycle is presented in the following diagram.



A planning cycle is continuous. Each step is affected by your philosophy, beliefs and knowledge, and the observations you continue to make. The components of the cycle are outlined in more detail in the following table.

<b>Question</b>	<ul style="list-style-type: none"> <li>▶ Identify and clarify children's strengths, interests and goals in conjunction with the framework outcomes.</li> <li>▶ Seek information as part of the partnership between educators and families.</li> <li>▶ Identify how activities can engage the children.</li> <li>▶ Ensure that each child has opportunities to achieve the goals set for them.</li> </ul>
<b>Plan</b>	<ul style="list-style-type: none"> <li>▶ Aim to create holistic learning in secure and respectful relationships.</li> <li>▶ Decide on teaching strategies.</li> <li>▶ Plan the physical learning environment.</li> <li>▶ Select methods to monitor and assess children's achievements and progress.</li> </ul>
<b>Act</b>	<ul style="list-style-type: none"> <li>▶ Engage with children as they carry out planned and unplanned thinking and learning experiences, listening and responding to what they have to say.</li> <li>▶ Regularly consult with families.</li> <li>▶ Continuously monitor and assess children's learning.</li> </ul>
<b>Reflect</b>	<ul style="list-style-type: none"> <li>▶ Assess and evaluate teaching and learning.</li> <li>▶ Reflect on your knowledge of children's development.</li> </ul>

## Learning through play

Play is a means for children to practise their communication and social skills. In play, children learn how to think, share, cooperate and negotiate. How they do this depends on their developmental stage. Much of the learning that occurs through play will happen spontaneously, so will not be planned. Spontaneous learning is valuable on its own, but can be coupled with intentional teaching to extend its value. Your goal is to provide learning environments that allow children to learn spontaneously through play. Valuable play experiences enhance children's confidence.



Different types of play occur at different ages. Some types of play are outlined in the following.

### Imitative play

Children copy others and imitate what is happening around them.

### Imaginative play

Children explore experiences and things they see around them, simplify events, act out issues they are trying to understand, experiment and take on roles they would not normally experience. This allows them to pretend they are in situations that they would not usually experience.

### Dramatic play

Children take on the roles of other people to explore their relationships with others and investigate what it might be in a different situation; for example, to be popular, famous, or have additional rights.

Play contributes to every area of a child's development. When you show respect for children's ideas for play, you are providing an environment that allows healthy learning and development.

The EYLF, MTOP and NQS are based on the belief that play and leisure are how children learn and make sense of themselves and their world. This belief is a reflection of theories and practices of education and care. These guidelines and their foundation theories link to the United Nations Convention on the Rights of the Child, which states that play is a child's right.

Some theories and practices that are important to the EYLF, MTOP and NQS frameworks are outlined in the following table.

Theorist	Key ideas
Malaguzzi (Reggio Emilia approach)	<ul style="list-style-type: none"> <li>▶ Children learn through play.</li> <li>▶ Play is essential to a child's wellbeing.</li> <li>▶ Play allows children and educators to learn.</li> </ul>



Experiences and opportunities	Description	Example
Significance to children	<p>Children need to feel important and that what they do is valuable and meaningful to others.</p> <p>Children should be given roles such as setting tables for lunch or setting up experiences.</p>	Grace develops a simple roster that allows each child to take responsibility for a task in the service. She ensures that the tasks link with a child's interest. For example, Aiden has pets at home and loves to talk about them, so Aiden agrees to feed the fish. This responsibility helps build his confidence.
Places to call their own	<p>This relates to the EYLF and MTOP goal of belonging.</p> <p>Children need to be close to people they know, have familiar and comfortable objects, and be in a setting that has a personal history for them. These factors will make the environment responsive.</p>	Georgia ensures that each child has a named locker to place their belongings in each day. This is somewhere that they can place their items from home and know they are safe. She encourages the children to create a name tag to put on their locker.

Watch this video about providing children with opportunities to undertake creative problem-solving.

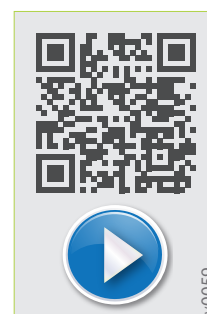
## Recording your plans

There are many ways to record your planning. In some services a format or template is provided; in others you can devise your own method. Whichever format you choose, your plans should:

- ▶ reflect the EYLF/MTOP outcomes
- ▶ display the planned experiences
- ▶ be a living document that you can add to as the children spontaneously interact with the environment and learn through unplanned experiences
- ▶ be understood by parents, educators and others important to the child
- ▶ use inclusive language.

Although the layout and details required in plans varies between services, all plans must include:

- ▶ a brief description of the planned activity
- ▶ a link to an EYLF/MTOP outcome
- ▶ a goal and objective
- ▶ intentional teaching to support the goal and objective
- ▶ modelling to support the goal and objective
- ▶ plans for using play for learning
- ▶ details of the materials required.



3. Make a list of areas you consider to be your strengths and where you need to improve.

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## Summary

- ▶ The assessments you make help you plan learning experiences for each child based on their strengths, interests, relationships and developmental progress.
- ▶ Follow a planning cycle of collecting information, questioning, planning, acting (implementing) and reflecting.
- ▶ Make sure goals and objectives are clearly expressed and linked to NQS and EYLF/MTOP outcomes.
- ▶ Use the evidence you collect to plan learning through play, intentional teaching, modelling and setting up an appropriate learning environment to ensure routines, experiences and interactions suit individual children and the group.
- ▶ Record your planning using an appropriate template/format.
- ▶ Reflection is a process of self-examination to assess your work, identify your strengths and weaknesses, find out where you might improve or extend your knowledge, skills and experience, and evaluate how well you know each child and family.
- ▶ Improve your work practices by keeping a journal, using a checklist, asking yourself questions, discussing development with colleagues and performing a SWOT analysis.



## Topic 4

In this topic you will learn about:

### **4A Communicating with families**

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## Sharing information with families appropriately

The way you involve parents determines the level of trust and confidence they have in your ability to care for their child and support their family. Share information about the service and the child's progress with parents and other carers so that they feel actively involved in the child's care and education.

You must maintain confidentiality and privacy and understand the guidelines that surround the collection and discussion of personal information.

The following table maps this topic to the National Quality Standard and both national learning frameworks.

National Quality Standard	
✓	Quality Area 1: Educational program and practice
	Quality Area 2: Children's health and safety
	Quality Area 3: Physical environment
	Quality Area 4: Staffing arrangements
	Quality Area 5: Relationships with children
✓	Quality Area 6: Collaborative partnerships with families and communities
✓	Quality Area 7: Governance and leadership
Early Years Learning Framework	My Time, Our Place
Principles	
	Secure, respectful and reciprocal relationships
✓	Partnerships
	High expectations and equity
✓	Respect for diversity
✓	Ongoing learning and reflective practice
Practice	
	Holistic approaches
	Responsiveness to children
	Learning through play
	Intentional teaching
✓	Learning environments
	Cultural competence
	Continuity of learning and transitions
✓	Assessment for learning
Outcomes	
	Children have a strong sense of identity
✓	Children are connected to and contribute to their world
	Children have a strong sense of wellbeing
	Children are confident and involved learners
✓	Children are effective communicators

- ▶ Work with the children to develop storybooks that describe things they find interesting or exciting; these can be taken home so the storytelling can continue.
- ▶ Create individual diaries that move with the child from service to home.
- ▶ Add a parent reflection space on learning stories, observation records or assessments.
- ▶ Provide reflection pages that parents can easily add details to – this could be added to the child’s portfolio or just for your information.
- ▶ Create shared group communication books – add information about the children’s learning or other events throughout the day, then invite parents to comment on the day when they pick up their child.
- ▶ Create wall displays, learning showcases or murals for parents to read that demonstrate the process of learning and the children’s interests.
- ▶ Use a computer or a digital photo frame to display photos from the day.
- ▶ Use ideas from families by consulting them about how things might be done and asking them to share their skills and knowledge with you. Document their feedback and put their ideas into practice so they can see their input is valued.
- ▶ Provide continuing information and support by putting families in touch with support services and advocacy networks. These services can provide brochures, information packs and other helpful resources on developmental difficulties, toilet learning and a wide range of topics that parents might need specialised support with.

**Example**

**Consulting a parent to update service records**

Nina, an educator, arranges a time with Despina’s mum, Angela, to look at the records Nina has collected about Despina’s interests and skills.

When Angela looks through the developmental checklist, she identifies three skills that Despina is able to achieve competently at home that are not yet marked on the checklist.

Angela also tells Nina that Despina’s grandmother has recently moved in with their family due to ill health.

Nina updates the information and organises a time for them to catch up again the following month. They plan to talk further about Despina’s interests, skills and development, and lifestyle information about the family.

## Confidentiality and privacy

Confidentiality and privacy are important issues you face when considering the legal and ethical aspects of your role. The *Privacy Act 1988* (Cth) protects all personal information handled by businesses, including education and care services.

Information about the children and their family members must be kept private at all times, and only shared with the appropriate people at the appropriate time. If you need to discuss confidential information about a child with another educator, do it in private where other children and parents can’t overhear.

Individual states and territories may also have specific privacy and confidentiality legislation, which only applies to that state or territory; for example, the *Privacy and Personal Information Protection Act 1998* (NSW) and the *Information Act 2002* (NT).

## Learning checkpoint 4

# Sharing information with families appropriately

### Part A

Use appropriate strategies to share documentation of your choice with a family.

- a. Explain the type of documentation you shared.

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- b. Explain the strategy you used to communicate the information in the documentation.

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- c. Explain why you shared this particular documentation.

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- d. Explain how you ensured privacy (when appropriate) for the parents when sharing the information in the documentation.

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### Part B

1. Describe **three** methods for ensuring that information shared with families is kept private.

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