



Video Training  
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**PLEASE WATCH VIDEO FIRST – CLICK ON THE ICON.** This week, we are looking at our last 3 weeks covering Elements 6.1.1, 6.1.2 and 6.1.3. These elements make up the Standard 6.1, Supportive relationships with Families. Respectful relationships with families are developed and maintained and families are supported in their parenting role.

You will look at what you wrote over the last three weeks in the Friday QIP section and assess it against the checklist on the next page to see if it is exceeding, then you can either write it into the exceeding themes for the QIP or develop a plan to make sure you are exceeding.



Weekly Goals



Checklist



Critical Reflection



Complete QIP



Policy Review



Weekly Goals

	<ol style="list-style-type: none"> <li>Set a goal for the week. Goal doesn't always need to link to NQS Element. A goal can be used to solve a challenge or be positive improvement i.e. learning area setup <a href="#">Click here for goal template.</a></li> <li>Identify barriers</li> <li>Track the goal daily</li> <li>Celebrate achieved goal.</li> </ol>
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Checklist

## Why are you doing the checklist?

Monday 17 February 2020

Practices identified in the checklist are what the assessor needs to see you do so they can check you're **'exceeding the NQS.'** If there's something on the checklist that you're not doing, then you need to either adjust your practice to do it, or ask for help and training to do what's on the checklist ie work with your educational leader or room leader who should teach/coach you how to do it.

### 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	

### Week 4, 17 to 21 February 2020 - Standard 6.1, Supportive relationships with Families.

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**Are you Exceeding? Use the checklist below to see.**

<b>Exceeding - Embedded Practice</b>	ED1	ED2	ED3	ED4	ED5
There's evidence you collaborate respectfully with families (from enrolment and orientation) to learn about their expertise, culture, values, beliefs and priorities for their child's learning and wellbeing	E	E	E		
<i>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it. Example: When new families do a tour, we show them 'Our Families' book with examples of how we use their expertise, see "Learning About Motorbikes – Jack's Dad Adam, a local mechanic pulls apart a motor bike with children (14/1/20).</i>					
There's evidence you collaborate respectfully with families (from enrolment and orientation) to learn about their expertise, culture, values, beliefs and priorities for their child's learning and wellbeing					
<b>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					
There's evidence you consistently support families to participate, make meaningful contributions to service decisions, and share in decision-making about their child's learning and wellbeing					
<b>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					
There's evidence you regularly provide families with comprehensive, current and accessible information about the service, relevant community services, and resources to support parenting and family wellbeing					
<b>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					
There's evidence you recognise the leading role of families in their children's wellbeing and development					
<b>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					
There's evidence your practices strongly reflect the principles and practices of the EYLF/MTOP, the service statement of philosophy, and the enrolment and orientation process					
<b>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					

**Tuesday 18 February 2020**

**Exceeding - Critical Reflection**

There's evidence you contribute to discussions and critical reflections about supporting relationships with families					
<b>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it. Example: See all educators' critical reflection sheets completed during the weeks starting 27/1/20, 3/2/20 &amp; 10/2/20. See changes in foyer, room and Dad's BBQ as a result of critical reflection.</b>					
There's evidence you contribute to discussions and critical reflections about supporting relationships with families					
<b>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					
There's evidence you improve supportive relationships with families through critical reflection and past incidents					
<b>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					

**Week 4, 17 to 21 February 2020 - Standard 6.1, Supportive relationships with Families.**

There's evidence your practices to support relationships with families are based on current recognised guidance					
<b>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					
There's evidence you think of other ways of supporting families' participation at the service, and then make relevant changes to enhance children's and families' outcomes					
<b>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					
You can explain how your relationships with families influences the way you design and deliver the program					
<b>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					
You can explain how the support you provide to families, and the way you encourage them to participate, aligns with practice theory, the EYLF/MTOP, the service statement of philosophy and service policies and procedures					
<b>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					
You can explain how the way families see their role influences how they participate in the service					
<b>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					
There's evidence you consider and discuss how your relationships with families, and the way you encourage them to participate, affects social justice and equity outcomes					
<b>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					
There's evidence you understand your own biases and how these may impact on building respectful relationships with families					
<b>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					

**Wednesday 19 February 2020**

**Exceeding - Engagement with families and community**

There's evidence your relationships with families reflect the service's unique geographical, cultural and community context					
<b>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b> <i>Example: Our service is in regional NSW and our community is made up of 18% of people who identify as Aboriginal. 20% of our staff identify as Aboriginal and we as a centre use many culturally appropriate terms like calling the girls 'Sis' as a sign of respect.</i>					
There's evidence your relationships with families reflect the service's unique geographical, cultural and community context					
<b>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					

**Week 4, 17 to 21 February 2020 - Standard 6.1, Supportive relationships with Families.**

There's evidence your relationships with families welcome, reflect and draw on the voices, priorities and strengths of the children and families at the service					
<b>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					
There's evidence you actively support families to build relationships with other families and with relevant community services to strengthen child, parenting and family outcomes					
<b>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					
There's evidence you consistently tailor your approach to communicating with and engaging with each family in ways that recognise each families' circumstances					
<b>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					
There's evidence you consistently ask each family about their preferred means of communication and participation from enrolment					
<b>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					
There's evidence you use your knowledge of each family to provide tailored opportunities for each family to participate in the service eg building a sense of belonging for Aboriginal and Torres Strait Islander families					
<b>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					
There's evidence you explore opportunities to build trust and support families to contribute to the program in ways that celebrate and share their strengths, beliefs and culture					
<b>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					
There's evidence you build and maintain community partnerships that support and promote parenting and family wellbeing?					
<b>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					
There's evidence you proactively and respectfully support families in their parenting and family wellbeing circumstances and priorities					
<b>If the above question is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					

**Week 4, 17 to 21 February 2020 - Standard 6.1, Supportive relationships with Families.**

**Why are you doing this?** It's not just because critical reflection is an Exceeding theme. Critical reflection shows you how to solve problems and improve practice. You can also use the outcomes of your critical reflection in your Service QIP (Improvement section). All educators must contribute to the QIP. It's part of your job. Use this template to help do this and show the assessor how critical reflection has created changes in your practice.

**Thursday 20 February 2020**

**Step 1 Critical Reflection**



**Critical Reflection**

The EYLF and MTOP say "Critical reflection involves closely examining all aspects of events and experiences from different perspectives." There is no checklist for critical reflection.



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**Example Situation**

We recently found out Isla's Dad Connor plays the drums in a band.

**Exceeding themes Standard 6.1 Embedded Practice**

There's evidence your practices strongly reflect the principles and practices of the EYLF/MTOP, the service statement of philosophy, and the enrolment and orientation process.

**Critical Reflection**

There's evidence you think of other ways of supporting families' participation at the service, and then make relevant changes to enhance children's and families' outcomes. There's evidence you consider and discuss how your relationships with families, and the way you encourage them to participate, affects social justice and equity outcomes.

**Engagement with families and communities**

There's evidence you explore opportunities to build trust and support families to contribute to the program in ways that celebrate and share their strengths, beliefs and culture. There's evidence you use your knowledge of each family to provide tailored opportunities for each family to participate in the service.



**Child/ren**

*Other parents sometimes come in and do activities with us. I've asked dad to come in but he says it's a waste of time 'cause he wouldn't be able to bring his drums. I want dad to come in like other parents do (Isla)*

**Educators and Nominated Supervisor**

*I know Isla's dad Connor plays the drums. It'd be great having him in but I'm not sure it would work without his drum kit.*

**Families and community**

*It's great that other parents show the children some of their hobbies or talk about their work. It'd be great if I could go and play the drums but it would be too hard to transport even some of my drums there. (Connor)*

**Theorist and current research**

*Gardener's 'multiple intelligences' says there are many different types of intelligence rather than just one and people can be intelligent in different ways eg Musical/Rhythmic Intelligence: Children in this area will sing, dance, hum etc. They will pick up on rhythms and patterns in music and be sensitive to sounds and tones of voice.*

**Step 2 Change Practice**

Now you have reflected through the eyes of others, you are ready to make well informed decisions and plans to implement a change in your practice. List the changes below.

*After discussing the issue, Educators and the Educational Leader decided they would speak to Isla's dad Connor about a Skype drum session with the children. That way he could interact directly with them from home, answer all their questions and show them how he plays the drums.*

*When we suggested the idea, Connor was very keen, knowing how much Isla would love her dad's involvement. When the Skype session actually happened, educators and children were blown away when it was not just Connor but the whole band performing. Lots of opportunities for learning more about guitars, saxophones and keyboards. Loved the way Isla also led the children in an impromptu dance.*

*We're definitely doing this again. All the children loved it and we can see a much stronger relationship developing between educators and Isla's family.*

**Week 4, 17 to 21 February 2020 - Standard 6.1, Supportive relationships with Families.**

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**Why are you doing this?** It's not just because critical reflection is an Exceeding theme. Critical reflection shows you how to solve problems and improve practice. You can also use the outcomes of your critical reflection in your Service QIP (Improvement section). All educators must contribute to the QIP. It's part of your job. Use this template to help do this and show the assessor how critical reflection has created changes in your practice. **Thursday 20 February 2020**

**Step 1 Critical Reflection**



**Critical Reflection**

The EYLF and MTOP says "Critical reflection involves closely examining all aspects of events and experiences from different perspectives". Critical reflection has no criteria like the checklist.

Select one or more from below (or something else in this week's checklist) to critically reflect upon:

- Educators consistently support families to make meaningful contributions to service decisions, and share in decision-making about their child's learning and wellbeing
- Educators contribute to discussions and critical reflections about supporting relationships with families
- Educators can explain how their relationships with families influences the way they design the program  
Educators talk with families about service events and changes
- Educators consistently communicate and engage with each family in ways that recognise each families' circumstances



Child/ren

Educators and Nominated Supervisor

Families and community

Theorist and current research

**Step 2 Change Practice**

Now you have reflected through the eyes of others, you are ready to make well informed decisions and plans to implement a change in your practice. List the changes below.

**Evaluate the change in practice due to your reflection**

**Week 4, 17 to 21 February 2020 - Standard 6.1, Supportive relationships with Families.**



Complete QIP

**Write your QIP using what you’ve completed over the week. Why are you doing this?**

You have discovered where your practice is compared to the NQS Guide (comparing what you currently do and Monday, Tuesday and Wednesday’s checklist). This is the process of self-assessment. If you have discovered practices, processes, checklist areas you need to improve upon, write them below. Use this to improve practice and select contributions to the QIP Improvement Plan.

*Example: On Wednesday checklist we discovered a ‘T’, we need help with, “There’s evidence you actively support families to build relationships with other families and with relevant community services to strengthen child, parenting and family outcomes”. We just assumed families would create friendships, but we now see we need to be more proactive and help them – The Nominated Supervisor Matt and educators Cade are going to organise a dad’s day and BBQ.*

The next step if you’re meeting the indicators is to self-assess against the Exceeding Indicators. On the next page we look at how to write meeting and exceeding strengths in your QIP. Use the below points to guide you writing.

Inclusions	Yes	N/A
1. Write the <b>room location into the strength</b> . This will ensure the assessor knows where to look for your strengths.		
2. Write the educator’s name into the strength. This will ensure the assessor knows who to ask about your strengths.		
3. Include the child/children’s names in your strength. This will give educators confidence to talk about a subject they know about (the child/ren).		
4. Evidence eg learning story, photo that’s easy to access.		
<b>5. Write how you are achieving the exceeding themes.</b>		
Embedded Practice		
Critical Reflection		
Engagement with families/community		
6. Tell the assessor exactly where to find the <b>location of other evidence</b> they need to see to show how you’re exceeding.		
7. Show the assessor the <b>location and time of other practice</b> they need to observe to show how you’re exceeding.		

**Week 4, 17 to 21 February 2020 - Standard 6.1, Supportive relationships with Families.**



Working Towards

Most families don't want to be involved in their child's activities or service operations. We keep asking them though.



Meeting

The green text is directly related to the meeting indicators for Elements in Standard 6.1 on pages 254-261 of the NQS Guide

We have this great enrolment and orientation process where families are invited to come and visit before their child starts, and educators talk to them about their values and expectations for their child's learning and wellbeing. This helps us tailor the information we talk about with families during drops off and pick ups, and we then learn about other things happening in the family, so we're able to better connect families to relevant community resources. For example.....



Exceeding

Below is a case study that demonstrates how the Exceeding themes 1 Embedded Practice, 2 Critical Reflection and 3 Meaningful engagement with families and communities link into practice. The blue text is based on or directly quotes the exceeding indicators and the checklist on Monday, Tuesday and Wednesday in the NQS Guide pages 262-264.

We get a lot of information from families during our enrolment and orientation process, but we've found regularly providing information about families' involvement in the service via closed Facebook groups and newsletters encourages many of our other families to come forward. These types of communication are now favoured after all educators contributed to a brainstorming session about the best ways to encourage family participation. We used to ask families to complete family information sheets but these were usually not returned and parents were too busy to complete them at the time. When presenting the information we often talk about the leading role families have in their child's wellbeing and development, because many families don't understand that we welcome their participation. Some new families seem to think they're not allowed to make suggestions or share information at the service. It's also an opportunity for us to explain more about how the EYLF/MTOP learning framework, like how it's based on relationships children have with their families and communities. See for example our Facebook posts in our Cubs and Rangers rooms during January 2020. The post of 15 January (Cubs group) also shows how Tristan's mum Daisy shared her knowledge of local Indigenous rock art with the children and told them how Indigenous people in the local area used to build fish traps in the river.

Write an example and use the exceeding theme (words in blue) to show how you are exceeding.

Or write a plan describing how you could improve to get to exceeding.

**Week 4, 17 to 21 February 2020 - Standard 6.1, Supportive relationships with Families.**



## Delivery and Collection of Children Policy

- All children must be signed in and out by the person who delivers or collects the child. If this person forgets, they will be signed in or out by the nominated supervisor or an educator.
- Children can only be collected by a parent, authorised nominee, or a person authorised by a parent or authorised nominee to collect the child
- Children may leave the premises if a parent or authorised nominee provides written authorisation
- No child will leave with an unauthorised person. If the person becomes aggressive or violent and will not leave the Nominated Supervisor or educator will implement lockdown procedures and ring the police
- No child will leave with anyone not known to educators. The person must be able to produce photo identification if required
- If a parent collecting a child appears to be intoxicated, or under the influence of drugs, educators will inform the police of the circumstances, person's name and vehicle registration number if they insist on taking the child
- If an authorised nominee appears to be intoxicated, or under the influence of drugs, and staff feel the person is unfit to take responsibility for the child, they will not let the child leave with the person. They will contact the parent and advise that another person needs to collect the child
- If a child has not been collected by closing time, the Nominated Supervisor will:
  - try to contact the parents or other authorised nominees
  - if unsuccessful, leave a voicemail or SMS advising someone will wait up to **30 minutes** before ringing the police or Child Protection
- wait for **30 minutes** and, if the parents or authorised nominee has not arrived, ring the police or Child Protection for guidance.

Do you have any feedback or comments about this policy? Please include below.

Educator's Name	Educator's Signature

## Week 4, 17 to 21 February 2020 - Standard 6.1, Supportive relationships with Families.

Completing the table below gives you information about where the ideas and activities in your curriculum are coming from. Remember the EYLF and MTOP require most of your curriculum to be based on children’s ideas and interests, or related to their families and community. Educator input should not be the largest number in the table.

The table is designed to be used with Centre Support’s curriculum symbols showing where an activity or experience came from. Count the symbols for child input, family input etc and add under the Total Column. To work out the percentage divide each input number by the total of all inputs and multiply by 100.

**Exceeding theme 2: Practice is informed by critical reflection**

Curriculum Input	Total	Percentage
Child Input	eg 20	eg 57%
Family Input	eg 10	eg 28%
Community Input	eg 3	eg 9%
Educator Input	eg 2	eg 6%
<b>Total</b>	<b>eg 35</b>	<b>eg 100%</b>

Curriculum Input	Total	Percentage
Child Input		
Family Input		
Community Input		
Educator Input		
<b>Total</b>		

Completing the table below helps you reflect on how your day at work went compared to your best ever and worst ever days. Think about why you’ve given the day this rating. What could you change?

<b>Mon</b>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
<b>Tues</b>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
<b>Wed</b>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
<b>Thurs</b>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
<b>Fri</b>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				

Space for further reflections if required

**Week 4, 17 to 21 February 2020 - Standard 6.1, Supportive relationships with Families.**