

**Educators**

**Current** information is available to families about the service and relevant community services and resources to support **parenting and family wellbeing**.

A service broke down the sections of the elements, identified three key words, **parenting and family wellbeing**, then added a question to it to identify practice.

1. How do you provide families with information about service operations?
2. How do you provide families with information about parenting support and resources in the community?
3. How do you provide families with information about wellbeing and resources in the community?

**Action from critical reflection – identified practice not meeting the element description.**

The first question was easy to answer as information about the service and operation was shared in many ways and on many platforms, such as Facebook, notice boards, emails, and text messages.

**How do you get information about your service and its operations to the parents?**

Then the service asked questions of their parents who were also educators to see if they felt supported in parenting and family wellbeing. The answer was no. Some educators assumed that the parent - educators would already know all about parenting and where to get support, but it was soon discovered that working with children is very different to having your own children, and some of the educators were struggling with their parenting outside the service.

Many educators were not local to the area, and some were immigrants to Australia. Again it was realised that not all educator/parents had a feeling of wellbeing as they were a little lonely in this new location. They hadn't really built a support network in the area in which they lived and worked.

**Do you have parent / educators in your service? If so, what is their opinion about feeling supported with parenting and family wellbeing by your service?**

Reflecting on this led to the realisation that many parents didn't have parenting skills, and newer social norms were creating some struggles that created some interesting behaviours with the children. For example, in some split families, one parent was giving the child everything they wanted, and the other parent decided they were not going to be the bad one trying to rein in rules and boundaries, so they now give the child everything they want, as well. This is not

helping educators trying to manage a group of children with one having that expectation.

The centre then provided information about local parenting programs such as the 'Triple P program' (Positive Parenting Program).

### Case Study – three positives to one concern

At a centre there were many children with difficult behaviours consistent with autism. Educators were frazzled, exhausted and ready to resign. The Nominated Supervisor and educators reflected and made a huge effort to start working with families. After consistent relationship building which included talking to the parents about three positives the educators were having with the child and one area of concern, the families were then ready to take advice and seek further professional assistance.

### Case Study – Parents opening up and requesting help

Not all parents are ready to hear advice from us, but as the relationship builds between educators and parents they will slowly ask for advice. A parent told the educator how unwell she had become. She described how her son would push toy dump trucks up and down her hallway from 4am each morning waking the whole household. The educator saw this opportunity to lead the parent to the specialists by telling her the specialist may have many strategies to help them get the child to sleep through the night, so she could get a good sleep. The parent took the advice and sought help from the specialist. Both the family and centre have a plan to assist the child, and the mother and other family members are getting better sleep. The key to supporting families is strong relationships and having community information ready and accessible for parents when they need it.

The service also updated their noticeboard, Facebook pages, and emailed and texted links to the families with services. Please double check that you have the following information available for families:

- Doctors/dentists/other professionals eg speech pathologists, occupational therapists, psychologists, social workers
- Parenting/Family Support Groups
- Child/baby health clinics



**Wellbeing**, the state of being comfortable, healthy or happy was another reflection point the service considered. The service started to organise the following activities/events to support family wellbeing and help families meet other service families:

- **Family dinner nights** at family friendly clubs
- **Informal park adventure** dates on weekends
- **Outlet shopping adventures** for mums on weekends
- **BBQ events** for dads on weekends.

Do you have the following information available for families?

- Libraries
- Sporting Clubs
- Music/drama/singing/swimming lessons etc
- Community fetes/markets/festivals

What do you do to support families' wellbeing?

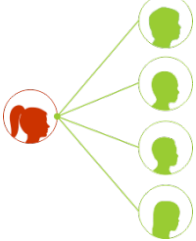
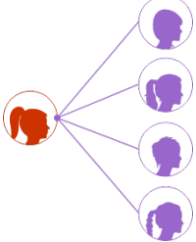
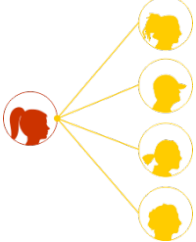
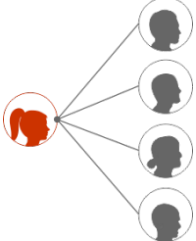
### Week 8, 22-26 March 2021- 6.1.3 Families are supported

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The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives..” Pick one of the following reflection points to complete the table below:

- How do you help families learn more about service operations? (*example below and in QIP Improvement example*)
- How do you encourage families to understand you’re there to help support them, not just teach and care for their children?
- How do you try and share information with families about sensitive topics/issues?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p><b>a child</b></p>	<p>I love Dad. I know Mum and Dad are separated but I still love it when he comes to pick me up. I want to spend more time with him. (Hudson)</p>	<p>We need to practice using conversations with families as opportunities to:</p> <ul style="list-style-type: none"> <li>• discuss service information like our policies and procedures and</li> <li>• provide other relevant information to support parenting etc.</li> </ul>
 <p><b>an educator</b></p>	<p>Aiden’s mum doesn’t want Hudson’s Dad to collect him. I don’t think she can stop him if there’s no court order.</p>	<p>For example, talking with Aiden’s mum about our Family Law Policy, and showing her online information from the Family Court about parenting and consent orders and local family dispute resolution centres.</p>
 <p><b>your families</b></p>	<p>We’re separated and I don’t want Aiden to collect Hudson. Who knows what could happen! I’m going to tell staff at the centre not to let Aiden collect Hudson.</p>	
 <p><b>theorist and current research</b></p>	<p>Each parent has parental responsibility for their child until they’re aged 18. This responsibility is not affected by changes in the parents’ relationship eg if they separate or remarry. Courts make parenting orders outlining parental responsibilities if the parents can’t agree about the arrangements. Courts can also make consent orders to reflect an agreement reached between parties at any time during the court process. Source: Family Court of Australia</p>	

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 <p><b>your families</b></p>		
 <p><b>theorist and current research</b></p>		

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## Complete your QIP

The information you write below can go directly into your QIP or Self-Assessment Tool (SAT) (NSW ONLY)

### Instructions

For a <b>MEETING</b> QIP and Self-Assessment Tool (SAT)	For <b>Exceeding</b> the QIP and Self-Assessment Tool (SAT)
<i>Please give an example of a time where you discussed with a family who they should speak with about a certain issue.</i>	<i>Please give an example of how you regularly provide families with comprehensive, current and accessible information about relevant community services, and resourcing to support parenting and family wellbeing. (Used for QIP Strength example)</i>
<i>Please give an example of a time recently where you helped a parent access resources to support family wellbeing.</i>	<i>Please give an example of a time you've reflected on your interactions with children and/or families and become aware that personal biases may be impacting relationships with families. (Included in QIP Strength example)</i>
<i>Please explain how you make sure families understand the information you give them about service operations or local support services.</i>	<i>Please give an example of how your understanding of the cultural and community context of your service has helped support families' parenting and wellbeing needs.</i>
If you cannot answer these questions above the you are not meeting. This means you need to create an improvement plan and make changes to your practice	If you cannot answer these questions above the you are not exceeding. This means you need to create an improvement plan and make changes to your practice

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Checklist

**Why are you doing the checklist?**

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If you embed all the things in the checklist, then you are meeting the Element 6.1.3. 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	

	ED1	ED2	ED3	ED4	ED5
Do you share information with families about the service philosophy and operation eg roles and responsibilities, meetings, events, self-assessment process, policies and procedures, Law and Regs, NQS?					
Do you share the information in a way that's easy to understand eg National Quality Standards rather than NQS?					
Do you help provide families with information from their child's school, and share relevant information from families with the school?					
Are you familiar with the different ways information about service operations and local community support services is given to families eg information area/library, newsletters, communication books, handbook, social media, websites etc?					
Do you know what information and resources are available from the information area/library?					
Do you help families identify and access local community services that support parenting and family wellbeing in a way that ensures their privacy?					
Can you confidently and sensitively help families access information or support if they don't directly raise the issue or ask for help?					
Are you familiar with how your service keeps printed information and contact details for community services up to date, and how changes are communicated to staff eg at staff meetings?					

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