



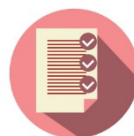
We can solve problems with practice with the help of the NQS



The NQS can guide our critical reflections



The NQS is what we assess against to write our QIPs



The NQS is what assessors assess us against to write their A&R report



Families can make a choice based on our NQS rating

## How are the National Quality Standards used by stakeholders?



### Educators

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

**Looking at the element in detail** - A service reviewed what the NQF Guide said about element 6.1.3 and understood educators should provide families with current information about:

- service operations
- community services and resources to support their parenting and family wellbeing.

**Aim:** educators can use various strategies to find out how they can sensitively support families

**What to do:** Go to NQS element 6.1.3

**Select just one point** from the element that could help guide or change your practice.

*Assessors may discuss*

- *how families are sensitively supported and encouraged to access local community services and resources that may be relevant to them (page 265 NQF Guide)*

**Reflect and think about the point** in relation to supporting families.



Solving Problems with the NQS

**Problem the element can solve** – sometimes the support families need is not obvious

**Week 17, 6 June – 10 June 2022 – 6.1.3 Families are supported**

Copyright Centre Support Pty Ltd 2022 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it.

**Practice change** – At a staff training session the Nominated Supervisor and Educational Leader discussed the various ways educators could obtain the information they needed to sensitively support families. They discussed how in some cases this could involve undertaking home visits where the issues were not obvious or families were reluctant to converse openly with educators at the Service. These have been very helpful.

**Problem to improve upon** – educators don't feel equipped or supported to connect families with appropriate community organisations, information or resources.

**Aim:** educators feel empowered and proficient at connecting families with relevant community resources.

**What to do:** Go to NQS element 6.1.3

**Select just one point** from the element that could help guide or change your practice.

*Assessors may discuss*

- *the processes used by the service to maintain current contact details for local support services (page 265 NQF Guide)*

**Reflect and think about the point** in relation to supporting families.

**Practice change** – During critical reflection, educators expressed their concern with the state of the parent information area, and the lack of attention given to keeping the resources relevant and current. This was then raised with the Nominated Supervisor who implemented a procedure to ensure the area was appropriately maintained, and it was someone's responsibility to periodically review the resources, ensure contact details and information was current, and to add relevant new resources. This role is now rotated between our room leaders, and reviewed every quarter by the NS and EL.

From the list below, select a point and explore how you could provide families with current information about service operations, and community services and resources to support parenting and family wellbeing:

- when interacting with families during Service tours or orientations

- when interacting with families during drop offs/pickups
- during parent/teacher nights or other Service events
- when documenting learning
- when providing parents with information about their child's activities and experiences
- when discussing parents' requests, suggestions or complaints.

**What problem needs to be improved upon?**

**Aim** (selected from the above points)

Select just one point from the NQS Element

Select just one point from the NQS Element

Reflect and think about the point in relation to the problem.

**Create a practice change**

**Week 17, 6 June – 10 June 2022 – 6.1.3 Families are supported**



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 there's something on the checklist that you're not doing, you need to adjust your practice to do it, or ask for help and training to implement it ie work with your educational/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 and improvements, policies and procedures, Law and Regs, NQS?					
Do you share information with families about parenting, children's wellbeing, and community services that can support families in these areas?					
Do you share information in a way that's easy to understand eg no jargon, clear directions, in home language where possible?					
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?					

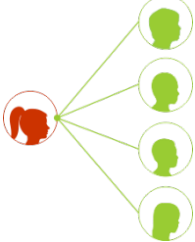
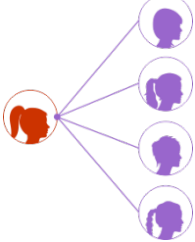
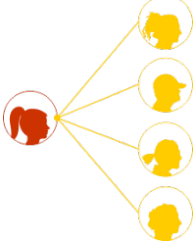
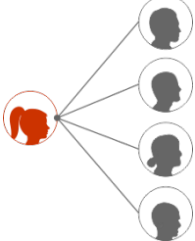
### Week 17, 6 June – 10 June 2022 – 6.1.3 Families are supported

Copyright Centre Support Pty Ltd 2022 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it.



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:

- What could stop you from connecting families with community resources that support parenting? How could you overcome these? (eg see QIP/SAT improvement example)
- How effective is the family library/parenting information area? How could it be improved?
- What might help families to become more interested in and/or respond to information about Service operations?

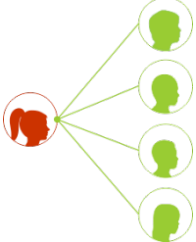
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p><b>a child</b></p>	<p>Things are different from my friends at my house. I wish I could help mum more. (Will)</p>	<p>The Nominated Supervisor was concerned that families may not be being supported properly – after becoming aware of some family situations. She raised this with the Educational Leader and asked her to reflect with educators on why this may be. Educators raised lots of potential issues eg:</p> <ul style="list-style-type: none"> <li>• they are scared of making mistakes ie offending families or making the wrong connections</li> <li>• it should be the NS job to share service info – some of which they aren't that familiar with</li> <li>• the family info area is not very attractive - and is the info all current?</li> <li>• many families have English as a second language which makes it harder to support them.</li> </ul> <p>The EL reported back to the NS and together they made a Plan as follows to address these issues.</p>
 <p><b>an educator</b></p>	<p>I'd like to help more, but I'm really scared about saying the wrong thing. What if I bring something up and it turns out to be nothing? And am I really qualified to be talking to a parent about issues like this? What if I don't connect them with the right resources or contacts? Not to mention families who have English as a second language. As if it isn't hard enough!</p>	
 <p><b>your families</b></p>	<p>I don't really now who to turn to for help. It's embarrassing, and I'm not sure my friends would understand. I need to do something though. I can see it's affecting Will.</p>	
 <p><b>theorist and current research</b></p>	<p><b>National Law Section 3(2a)</b> “(An) objective of the national education and care service quality framework (is) to ensure the safety, health and wellbeing of children attending education and care services</p> <p><b>National Law section 3(3e)</b> “(A) guiding principle of the national education and care service quality framework (is) that the role of parents and families is supported”</p> <p>“Improving the wellbeing of families is an important contributing factor in improving children’s overall wellbeing. School age care educators facilitate communication between families and the schools their children attend.” NQF Guide p. 264</p>	

Week 17, 6 June – 10 June 2022 – 6.1.3 Families are supported



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:

- What could stop you from connecting families with community resources that support parenting? How could you overcome these?
- How effective is the family library/parenting information area? How could it be improved?
- What might help families to become more interested in and/or respond to information about Service operations?

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



### Complete your QIP

Instructions If you are happy with a Meeting rating you do not need to answer the Exceeding questions. Note if you can't answer all meeting questions you are not meeting the element, and you need to create an improvement plan and make changes to your practice.

If you are striving for an Exceeding rating, we suggest you answer all meeting and exceeding questions. You can copy your answers into your QIP, or SAT (NSW ONLY).

For a <b>MEETING</b> QIP and Self-Assessment Tool (SAT)	For <b>Exceeding</b> the QIP and Self-Assessment Tool (SAT)
<i>Please explain how you make sure families understand the information you give them about service operations or local support services.</i>	<b>Embedded Practice</b> <i>Please discuss how educators and the educational leader regularly provide families with comprehensive, current and accessible information about the service, relevant community services, and resourcing to support parenting and family wellbeing (see QIP/SAT Strength example).</i>
<i>Please discuss how information and contact details for new and existing support services in the community is kept up to date and how updates are communicated to all educators so they can provide current and relevant information to families.</i>	<b>Critical Reflection</b> <i>Give an example of a past incident that influenced the way you support families and provide information about the service or community resources. (see QIP/SAT Strength example).</i>
<i>Please given an example where you or your team encouraged families to contribute to Service decisions eg about policies and procedures, philosophy, indoor and outdoor spaces, professional development, resources etc.</i>	<b>Engagement with families and community</b> <i>Please give an example of a community partnership the service has developed which supports and promotes parenting and family wellbeing.</i>

#### Week 17, 6 June – 10 June 2022 – 6.1.3 Families are supported