**THIS IS AN EXAMPLE. COMPLETE YOUR QIP TEMPLATE LIKE THIS USING YOUR OWN STRENGTHS AND IMPROVEMENTS.**

**This example uses Exceeding Indicators. You can use same technique using Meeting Indicators for a Meeting rating if you wish.**

Week 12, 1 to 5 May 2023 - QIP Suggestions - complete and copy this into your QIP

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| **Element 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 |
| **Strengths** | **MEETING**  Educators play an important role in connecting families with relevant community organisations and supports. This has included a range of services, such as parenting support, financial assistance, and cultural support through groups or elders. Additionally, we have helped families connect with organisations that cater to the needs of refugee and migrant families. Medical professionals such as dentists, paediatricians, occupational therapists, physiotherapists, speech therapists, and audiologists are also important contacts that educators have suggested to families.  Miss Sam reached out to Sophia's parents and expressed her concern. She suggested that they consider connecting with a community contact Anna Rodriguez, a speech therapist who worked at a local clinic. Sophia's parents were open to the suggestion and scheduled a consultation. A plan was developed by Anna Rodriguez, and she provided exercises and activities that Sophia could do at home and also at the centre and added scheduled regular sessions with Sophia to work on her speech in a more structured way.  One of the key roles of educators is to ensure that families understand the information provided to them about service operations or local support services. To achieve this, educators use a variety of methods and strategies, such as using simple language with no acronyms to avoid confusion. They also use multiple media channels, such as Facebook groups, emails, newsletters, and information displays in foyers and rooms, to ensure that families can access information in a way that suits them best. During drop-offs and pick-ups, educators take the opportunity to discuss the information with families and ask if they have any questions.  **EXCEEDING**  **Embedded practice -** Educators regularly provide families with comprehensive, current, and accessible information about relevant community services and resourcing to support parenting and wellbeing. This includes access to parenting support, financial support, cultural support, and medical professionals including dentists, paediatricians, OTs, physios, speech therapists, audiologists, health and wellbeing, and mental health.  **Critical Reflection -**Current recognised guidance informs our approach to supporting families. The EYLF is based on socio-cultural theory that says children learn through the relationships they have with their families and community. Providing appropriate support to families assists children to learn and develop. We adopt current recognised guidance from Red Nose, Kidsafe, Nutrition Australia, and the federal government’s physical activity guidelines.  **Families and community -**Our understanding of the cultural and community context of our service helps support families’ parenting and wellbeing needs. We help families access government benefits, and charitable donations and support. We assist additional needs children seeking relevant information, support groups, and inclusion agencies. We connect families with relevant cultural organisations. We assist with medical care needs, support groups, and organise family playdates in parks on weekends.  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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| **Element 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 |

Improvement plan (identified through assessment against NQS indicators)

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| **Standard/ element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 6.1.3  Week 12  Date: 1/5/23 | Some common fears parents may have Fear of not knowing where to find relevant resources, or feeling overwhelmed by the number of options available; being judged or stigmatised for seeking help or support; or not being able to trust the quality or reliability of the information and resources provided; not being able to access services due to location or language barriers; or the services not being culturally appropriate or sensitive to individual needs and circumstances. | The goal for educators is to create a welcoming and supportive environment where parents feel comfortable seeking and accessing relevant and reliable resources. Educators should prioritise inclusivity and cultural sensitivity to ensure that all families feel valued and supported in their children's education. |  | Evaluate our practices to see what community contacts you have for families and where educators need assistance to provide relevant community services and resources to support parenting and family wellbeing. | *Educators help families connect with relevant community organisations and supports. For example:*   * parenting support * financial support * cultural support (groups/elders) * refugee/migrant groups * medical professionals including dentists, paediatricians, OTs, physios, speech therapists, audiologists |  |  |
| 6.1.3  Week 12  Date: 1/5/23 **Exceeding  Embedded** | There is a lack of comprehensive, current, and accessible information provided by educators to families regarding relevant community services and resources that support parenting and family wellbeing. | *Educators regularly provide families with* *comprehensive, current, and accessible information about relevant community services and resourcing to support parenting and family wellbeing.* |  | Educational leader to work with educators to support families to understand their role and its influence on their children’s participation in learning or decision-making.  . | *Educators regularly provide families with* *comprehensive, current, and accessible information about relevant community services and resourcing to support parenting and family wellbeing. For example:*   * introducing theme to the parent information library, sending newsletters and emails, and meeting face to face when required |  |  |
| 6.1.3  Week 12  Date: 1/5/23 **Exceeding  Critical reflection** | There is a lack of awareness and use of current recognised guidance by educators to support families. This can lead to outdated or ineffective practices being used, which may not align with the latest research on child development and family support. | *Educators discuss ways in which current recognised guidance informs our approach to supporting families. by.* |  | Educational leader to work with educators to ensure they are showing awareness that your personal and professional values may influence the way you engage with families and support their participation. | *Educators discuss ways in which current recognised guidance informs our approach to supporting families. by. For example:*   * *our EYLF/MTOP is based on socio-cultural theory that says children learn through the relationships they have with their families and community, so providing appropriate support to families assists children to learn and develop* * *current recognised guidance from:*   + *Red Nose, Kidsafe, Nutrition Australia and other healthy eating organisations (see element 2.1.3), federal government’s physical activity guidelines (see element 2.1.3) Raising Children, Staying Healthy, Safework*   + *see* Community – Organisations Families’ resource (folder 7)   + *child protection agencies*   + *policies and procedures (Head Lice Policy, Health, Hygiene, and Safe Food Policy, Medical Conditions Policy, Sleep and Rest Policy, Technology Usage Policy.* |  |  |
| 6.1.3  Week 12  Date: 1/5/23 **Exceeding  Families and community** | There is a lack of understanding of the cultural and community context of the service, which can lead to a lack of support for families' parenting and wellbeing needs. | *Our understanding of the cultural and community context of our service has helped support families’ parenting and wellbeing needs.* |  | Educational leader to work with educators to ensure they learn about their families culture, values and expertise especially when they share different cultures and values. | *Our understanding of the cultural and community context of our service has helped support families’ parenting and wellbeing needs. For example:*   * offering support to access government benefits and charitable donations in areas affected by drought/bushfires/other weather events or emergencies * offering support to access financial assistance/second-hand goods/help groups in low socio-economic areas * offering support to additional needs children to access relevant information, groups, and inclusion agencies * offering support for cultural recognition and connecting with relevant organisations/groups * offering support for children with medical/healthcare needs including access to relevant information, groups, and medical professionals * offering support during Covid isolation including connecting with government/charities and services through online learning * offering support to the many families with new babies including having professionals such as nurses and sleep experts attend parenting information nights and parent wellbeing nights * organised events such as service family playdates in parks. |  |  |

**Summary of Exceeding Themes Standard 6.1 Supportive relationships with families**

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 6.1.3 we have identified the following exceeding theme indicators:   * Educators regularly provide families with comprehensive, current, and accessible information about relevant community services and resourcing to support parenting and family wellbeing. |
| 2. Practice is informed by critical reflection | In the strength example for element 6.1.3 we have identified the following exceeding theme indicators:   * Educators discuss ways in which current recognised guidance informs our approach to supporting families. by. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 6.1.3 we have identified the following exceeding theme indicators:   * Our understanding of the cultural and community context of our service has helped support families’ parenting and wellbeing needs. |