**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 10, 3 to 6 April 2023 - QIP Suggestions - complete and copy this into your QIP

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| **Element 6.1.1** | **Engagement with the service** Families are supported from enrolment to be involved in the service and contribute to service decisions. |
| **Strengths** | **MEETING**  Educators are proud to be a part of a team that places great value on the enrolment process. They take pleasure in sharing all the necessary information about the service's operations, philosophy, and governance with prospective families during their initial visits. Educators believe that seeking further information from families while assessing children's progress and planning their individual goals is essential to building a strong partnership with families and providing quality care.  To ensure that families feel comfortable, welcome, and valued in the service, we always invite families to visit and become familiar with us before their child starts. Educators feel a sense of excitement and pride in showcasing the wonderful service and introducing families to all the educators.  Educators understand and implementing a range of strategies to share information and engage families in decision-making processes. They believe that this creates a culture of open and respectful communication and ensures that families feel involved in their child's experience at the service. Educators takes pride in creating a welcoming environment for all families and communicating with them in a respectful and sensitive manner. They provide resources that are available to families in a range of languages, so they feel included and valued in the service.  **EXCEEDING**  **Embedded practice -** We consistently support families to make meaningful contributions to service decisions. This includes decisions about children’s learning, their interests, strengths, and needs, and in relation to those with additional needs. We create inclusion support plans and behaviour management plans. We collaborate on medical risk minimisation and communication plans. Decisions on children’s routines and transitions involve feedback and we seek assistance during planned outdoor renovations.  **Critical Reflection -**Educators’ reflections can lead to alternative ways of supporting a family’s participation in service decisions. For example, we use different communication methods to support participation, and we recognise particular strengths, interests or family community connections, and then use them for the benefit of the service. We recognise barriers to families’ participation and remove them, for example, holding weekend events.  **Families and community -**Educators support families to connect with other families or community services to help support their needs or those of their child. We conduct events such as play dates in parks where parents can meet each other. Educators are aware of local community services (parenting support, financial help), medical practitioners or ancillary medical professionals and can help families connect with these services.  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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| **Element 6.1.1** | **Engagement with the service** Families are supported from enrolment to be involved in the service and contribute to service decisions. |

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** |
| 6.1.1  Week 10  Date: 3/4/23 | New families may feel overwhelmed or uncertain about what their child is expected to do and learn at the service, which can lead to misunderstandings or miscommunications between educators and families, potentially impacting the child's learning and development. | *Educators talk with new families about what they expect their child to do and learn at the Service* |  | Evaluate our practices to see where educators need assistance with supporting families to be involved in the service and contribute to service decisions | *Educators talk with new families about what they expect their child to do and learn at the Service. For example, discussions include:*   * developing social skills/new friendships/learning to interact in socially acceptable ways with others * feeling safe and secure, and with a sense of belonging * developing literacy and numeracy skills * building on creative, artistic, and imaginative skills * using their home language at the service * engaging in free play * developing independence, for example, in care routines * developing their interests and strengths * improving areas identified as needs/weaknesses * participating in all activities * learning more about their community and/or other lifestyles * having their additional needs recognised and actions taken/making adjustments to ensure they’re included/adjusting their environment * comforting them when they’re upset or distressed * trying new foods (especially fussy eaters) * trying new activities, such as, yoga, sports * going on excursions into the community * learning from visitors. |  |  |
| 6.1.1  Week 10  Date: 3/4/23  **Exceeding  Embedded** | Despite consistent support from educators, some families may not feel comfortable or confident in making meaningful contributions to service decisions. They may not fully understand their role in the decision-making process or may not have the time or resources to participate. This can lead to a lack of diverse perspectives and ideas in service decisions, which may not fully reflect the needs and interests of all families and children. | *Educators consistently support families to make meaningful contributions to service decisions.* |  | Educational leader to work with educators consistently support families to make meaningful contributions to service decisions. | *Educators consistently support families to make meaningful contributions to service decisions. This includes:*   * decisions about a child’s learning, for example, interests, strengths, needs * decisions about a child’s routines and transitions, for example, when to move rooms/groups, rest duration * contributions, feedback and suggestions during philosophy reviews, policy and procedure reviews including CS Partnerships with families document * committee membership * parent questionnaires, for example, about service hygiene, communication, presentation, educational program * feedback and/or assistance during planned renovations * contributions, feedback and suggestions about room/group routines, drop-off and pick-up practices, organisation of staff, staff performance * contributions to continuous improvement practices/service QIP/SAT * collaboration on medical risk minimisation and communication plans * decisions made in relation to children with additional needs * working with families in relation to inclusion support plans, behaviour management plans. |  |  |
| 6.1.1  Week 10  Date: 3/4/23  **Exceeding  Critical reflection** | Some educators may not actively engage in critical reflection or may not have a clear understanding of how to use their reflections to support families' participation in service decisions. | *Educators’ reflections can lead to alternative ways of supporting a family’s participation in service decisions.* |  | Educational leader to work with educators to ensure reflections can lead to alternative ways of supporting a family’s participation in service decisions. | *Educators’ reflections can lead to alternative ways of supporting a family’s participation in service decisions. For example:*   * using different communication method to support participation * recognising a family’s particular strengths, interests, or community connections and then using them * recognising particular barriers to families’ participation and removing them, such as staging weekend events for families that work all week * understanding incentives that may support families’ participation, such as cheese and wine nights. |  |  |
| 6.1.1  Week 10  Date: 3/4/23  **Exceeding  Families and community** | Some families may feel uncomfortable or hesitant about connecting with other families or community services, which could result in a lack of participation and missed opportunities for support and networking. | *Educators support families to connect with other families or community services to help support their family needs or those of their child.* |  | Educational leader to work with educators to ensure they support families to connect with other families or community services to help support their family needs or those of their child. | *Educators support families to connect with other families or community services to help support their family needs or those of their child. For example:*   * organising events such as play dates in parks, service barbecues, shopping trips * making themselves aware of information in the parent library and knowing the local community services (parenting support, financial help), medical practitioners or ancillary medical professionals available, and offering to help families to connect with the service. |  |  |

**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 6.1.1 we have identified the following exceeding theme indicators:   * Educators consistently support families to make meaningful contributions to service decisions. |
| 2. Practice is informed by critical reflection | In the strength example for element 6.1.1 we have identified the following exceeding theme indicators:   * Educators’ reflections can lead to alternative ways of supporting a family’s participation in service decisions. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 6.1.1 we have identified the following exceeding theme indicators:   * Educators support families to connect with other families or community services to help support their family needs or those of their child. |