**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 11, 22 to 26 April 2024 - 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**  In a recent enrolment discussion with parents, we focused on their expectations for their child's experience at our service. They were particularly interested in their child developing social skills by making new friends and learning socially acceptable interaction methods. They also emphasised the importance of their child feeling safe, building a sense of belonging, and progressing in literacy and numeracy. Additionally, they hoped their child would continue using their home language and engage creatively in arts and free play while developing independence in daily routines.  To ensure parents are well-informed about their child's progress, we employ various strategies. We organise parent information nights and portfolio reviews, where we showcase the children's work and discuss their learning milestones. Additionally, we maintain a closed Facebook group for regular updates and share insights during daily pick-up and drop-off conversations. We reference the Early Years Learning Framework (EYLF) and My Time, Our Place (MTOP) during these interactions to contextualise the children's achievements and address any developmental concerns proactively.  We actively encourage all parents to participate in or lead activities by offering a variety of opportunities that cater to their skills and interests. Parents can get involved in curriculum activities like cooking, reading, and arts and crafts, or share their cultural traditions. We also invite them to join and sometimes lead excursions, providing a great platform for direct engagement with their child’s educational experience and fostering a community spirit within the service.  **EXCEEDING**  **Embedded practice -** We actively support families in making meaningful contributions to our service through various channels. Families participate in shaping their child's learning priorities and routines, and we value their feedback during reviews of our philosophy, policies, and procedures. We also encourage families to contribute to our service's Quality Improvement Plan and Safety Assessment Tool, engage in committees, and share insights through surveys on diverse topics like hygiene and educational programs.  **Critical Reflection -**Reflecting on our approaches, we found that traditional meeting times limited some families' participation. To address this, we introduced flexible communication methods and event timings, such as weekend activities and virtual meetings, to accommodate working parents. This flexibility allowed us to harness diverse family strengths and interests, broadening our understanding and application of community resources, and ensuring all voices are heard.  **Families and community -**To foster connections among families and with community services, our team organises social events like playdates and barbecues, and informational sessions with local services, including financial and parenting support. We also maintain a well-informed parent library and facilitate introductions to local medical and ancillary services, empowering families to support each other and access necessary resources effectively.  **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 | 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  **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  **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  **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. |