**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, 29 April to 3 May 2024 - QIP Suggestions - complete and copy this into your QIP

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| **Element 6.1.2** | **Parents views are respect** The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child’s learning and wellbeing. |
| **Strengths** | **MEETING**  We engage in discussions and gather feedback about the child's interests, strengths, and specific requirements in areas such as physical activity, sleep, and social and emotional development. We then design activities that are tailored to the unique needs of each child. For instance, discussions around a child's physical activity needs and align it to the sports families play on the weekend. Similarly, feedback about sleep patterns can enable educators to plan activities that are appropriately paced, while discussions around social skills and emotions can help children learn how to interact with others.  Educators use a curriculum wall to showcase children's work and progress, and learning stories that highlight the child's learning journey. We use apps to share updates and photos of their child's day. Conversations at drop-off and pick-up times provide an opportunity for educators to update families on their child's progress and share any relevant information about their day.  Educators put aside personal beliefs and values to progress a child’s learning. This means setting aside preconceptions about what a child is capable of and providing them with opportunities to learn and grow, even if we initially think the activity is too hard or complicated. This is especially important when working with children who have additional needs, as they may require additional support and encouragement to achieve their full potential. Similarly, we are always willing to facilitate activities that may be considered messy or challenging to clean up, as these experiences can provide valuable opportunities for exploration, experimentation, and learning.  **EXCEEDING**  **Embedded practice -** Educators understand the way families see/understand their role and its influence on participation in children’s learning or decision-making. Families may believe they have no role because educators are the professionals. We change this through discussion, parent information nights, and portfolio nights. We encourage parents to bring in learning resources such as nature, and visit our frog pond that was recently constructed with the assistance of families.  **Critical Reflection -**Educators are aware their personal and professional values may influence the way they engage with families and support their participation. This includes considering demographic values, for example, limiting participation in engagement or encouragement based on values/beliefs about their capabilities, literacy levels, and social skills. Or not engaging with families that threaten educators’ standing as ECEC professionals by questioning their actions and continually suggesting improvements.  **Families and community -**Educators draw on families’ culture, values, and expertise obtained through consistent engagement with a child’s family, and then implement activities based on this. For example, we have implemented many different approaches to Indigenous learning with the children based on building strong relationships with our families.  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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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** |
| 6.1.2 | Some common fears parents may have regarding their child's education include being excluded from decision-making, cultural insensitivity, being misunderstood, and conflicting values/beliefs with the school or educators. | Educators:   * be aware of and respect each family’s expertise, and child-rearing practices * be aware of and respect each family’s culture, values and beliefs * include families in making decisions about their child’s learning and wellbeing– which helps tailor the program to their child’s strengths and needs. |  | Evaluate our practices to see where educators need assistance with identifying the expertise, culture, values and beliefs of families and then show practice that is respects families and share in decision-making about their child’s learning and wellbeing. | Educators to be confident to:   * Establish open communication * Set up regular meetings Listen actively * Involve parents in decision-making * Respect cultural differences * Consider parents' knowledge and experience * Find common ground |  |  |
| 6.1.2 **Exceeding  Embedded** | For some educators, there is lack of understanding or miscommunication between educators and families regarding the roles they play in their children's learning and decision-making. | *Educators understand the way families see/understand their role and its influence on their children’s participation in learning or decision-making.* |  | 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 understand the way families see/understand their role and its influence on their children’s participation in learning or decision-making.*   * Families may believe they have no role to play because educators are the professionals. We change this perception through discussion, and parent information nights. * Families may believe they can only participate in decisions affecting their child’s learning. We change this perception through discussion, parent questionnaires, invitations to participate in policy/procedure/philosophy reviews, and committee membership. * Families may advocate strongly for their children with additional needs and not understand educators must implement inclusive practices and work with other professionals. We change this through discussion and support the educators with inclusion plans. |  |  |
| 6.1.2 **Exceeding  Critical reflection** | Some educators' values are not aligned with the needs and values of the families they are working with, it may negatively impact their ability to effectively support and engage with them. | *Educators’ reflections are showing awareness that your personal and professional values may influence the way you engage with families and support their participation.* |  | 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 are aware their personal and professional values may influence the way they engage with families and support their participation. This includes:*   * cultural biases, for example, only inviting families with diverse cultures to participate in cultural activities, not other activities * refugee/migrant biases, for example, valuing “Australians” more and encouraging their participation and not recognising skills gained overseas * demographic values, for example, engaging or encouraging participation in limiting ways based on values/beliefs about capabilities, literacy levels, and social skills * values about working and stay-at-home parents, for example, only inviting stay-at-home parents to participate * values about family structures, for example, favouring two-parent families or avoiding same-sex parents * values about activities such as smoking, alcohol, and drug consumption can impact the way educators engage with families * not engaging with families who question educators’ actions, and continually suggesting improvements. |  |  |
| 6.1.2  **Exceeding  Families and community** | Some educators may feel uncomfortable or hesitant about learning about their families culture, values and expertise especially when they share different cultures and values. | *Educators implement activities because they knew about a family’s culture/values/ expertise through your consistent engagement with a child’s family.* |  | 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. | *Educators implement activities because they knew about a family’s culture/values/ expertise through your consistent engagement with a child’s family. For example:*   * Engage in regular and open communication with the child's family to learn about their culture, values, and expertise. * Use this knowledge to plan activities that reflect and celebrate the family's culture in the early childhood centre. * Incorporate traditional foods, music, stories, and art forms into the activities to promote cultural understanding and respect among the centre's community. |  |  |

**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 6.1.2 we have identified the following exceeding theme indicators:   * Educators understand the way families see/understand their role and its influence on their children’s participation in learning or decision-making. |
| 2. Practice is informed by critical reflection | In the strength example for element 6.1.2 we have identified the following exceeding theme indicators:   * Educators are aware their personal and professional values may influence the way they engage with families and support their participation. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 6.1.2 we have identified the following exceeding theme indicators:   * Educators draw on families’ culture, values, and expertise obtained through consistent engagement with a child’s family, and then implement activities based on this. |