**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 13, 6 to 10 May 2024 - 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**  Recently, I assisted a family from a refugee background by connecting them with a local migrant support group. The family was struggling with integration and needed assistance with language and employment. I provided them with contact details and information about the group, which offers language classes and job placement services specifically tailored for refugees.  A parent approached me last month feeling overwhelmed by balancing work and child care. I introduced them to a comprehensive online parenting course and a local support group that meets weekly to discuss challenges and strategies for managing stress and promoting family wellbeing. This helped the parent feel supported and better equipped to manage their daily challenges.  To ensure families understand service operations and local support services, I use plain language and avoid acronyms during our discussions. I also utilise multiple communication channels such as newsletters and our Facebook group to share information. During face-to-face interactions, I encourage questions and use bilingual staff to assist non-English speaking families, ensuring clarity and understanding.  **EXCEEDING**  **Embedded practice -** We regularly update and distribute a digital newsletter that provides detailed, up-to-date information about community services such as parenting workshops, financial aid, and health resources. This newsletter is supplemented by a section in our foyer where families can access leaflets and contact cards, and I hold monthly meetings to discuss these resources face-to-face with parents who prefer direct communication.  **Critical Reflection -**Our approach to supporting family relationships is deeply influenced by current recognised guidance like the EYLF and MTOP, which emphasises learning through relational contexts. We incorporate advice from child protection agencies and health organisations like Red Nose and Nutrition Australia to ensure our practices support the holistic development of the children and their families within our community.  **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 | 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 13 **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 13 **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 13 **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. |