



Assess your practice first.

Read the below description and evaluate it in relation to your practices.

Exceeding – Family and Community Links. Educators adjust practices or room routines in response to everyday events that impact a school-aged child's wellbeing or need for comfort. For example, if a child has had a poor night's sleep, educators provide additional rest opportunities during the day. If a child has an injury, we modify activities to ensure their safety and comfort. When a child has exciting news or an object to share, we create a special time for them to present it, making them feel valued and included. Weather impacts, like extreme heat, lead us to adjust indoor activities to maintain comfort.

If you are doing similar practices to the example, use the below question to help you write your '**exceeding practice for families and community connection**' description so you can add it to your QIP or SAT (NSW only).

For **Exceeding** the QIP and Self-Assessment Tool (SAT)

Families and community links

Please discuss how all educators engage meaningfully and regularly with families or professionals to meet children's changing physical, mental and spiritual needs.

The following section outlines the steps to ensure you are exceeding in families and community. If you have already successfully completed the previous section demonstrating how you are exceeding in families and community, you do not need to complete this section.

Look at the words in detail to identify what is exceeding.

Please discuss how all educators **engage meaningfully and regularly with families or professionals** to meet **children's changing physical, mental and spiritual needs.**

Please discuss how all educators **engage meaningfully and regularly with families or professionals.** Engaging meaningfully and regularly with families or professionals means that educators actively seek and maintain open lines of communication, collaboration, and partnership with families and other professionals involved in a child's education and care. It involves building trusting relationships, listening attentively to their perspectives, and valuing their expertise. Educators share information about the child's progress, development, and any concerns, while also seeking input from families and professionals to better understand the child's context and individual needs.

...children's changing physical, mental and spiritual needs... refers to the understanding and recognition that children undergo continuous growth and development in various aspects of their well-being. Physically, children experience changes in their bodies, motor skills, and overall health as they progress through different stages of childhood. Mentally, their cognitive abilities, thinking processes, and emotional development evolve over time. Spiritually, children may have an emerging sense of self, values, beliefs, and a need for meaning and connection.

If you and your educators need to learn how to achieve exceeding – families and community, proceed here and do below.

Week 18, 10 to 14 June 2024 – 2.1.1 Wellbeing and comfort

Now that we have examined the words in detail, we can start exploring what these concepts could look like for you. It is important to ensure that we make it very clear how these concepts have **created change** in your service.

Please discuss how all educators engage meaningfully and regularly with families or professionals to meet children's changing physical, mental and spiritual needs.

Open Communication Channels: Educators establish open lines of communication with families and professionals involved in a child's life. This includes sharing contact information, providing regular updates on the child's progress, and being responsive to inquiries or concerns.

Collaborative Partnerships: Educators view families and professionals as valuable partners in supporting children's holistic development. They actively seek input, listen attentively to their perspectives, and value their expertise in understanding the child's changing needs.

Sharing Information: Educators share relevant information about children's physical, mental, and spiritual development with families and professionals. This includes observations, assessments, and milestones, allowing all parties to have a comprehensive understanding of the child's progress and areas that may require attention.

Seeking Input and Feedback: Educators actively seek input and feedback from families and professionals regarding the child's changing needs. They create opportunities for open dialogue, asking for insights, suggestions, and concerns to inform their practice and ensure a collaborative approach.

Individualised Planning: Educators work closely with families and professionals to develop individualised plans that address the child's changing needs. This includes setting goals, identifying strategies, and implementing interventions that support physical, mental, and spiritual well-being.

Professional Development and Resources: Educators stay informed and continuously enhance their knowledge and skills related to children's changing needs. They seek professional development opportunities and access resources that provide insights

into physical, mental, and spiritual development, enabling them to provide appropriate support.

Reflective Practice: Educators engage in reflective practice individually and collaboratively. They regularly reflect on their interactions, strategies, and approaches, considering how they can better meet the changing needs of children. Collaborative reflection sessions with families and professionals foster shared learning and growth.

Continuity and Consistency: Educators strive for continuity and consistency in meeting children's changing needs by maintaining regular and ongoing communication with families and professionals. This ensures that everyone involved in the child's life is aware of their evolving requirements and can work together to provide seamless support.

Your example. Select a point from above and break it down into the subsections.

Please discuss how all educators engage meaningfully and regularly with families or professionals.

...to meet children's changing physical, mental and spiritual needs... (Remember, you must show how the *families or community contribution has made a change*)

Week 18, 10 to 14 June 2024 – 2.1.1 Wellbeing and comfort