



Assess your practice first.

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

Exceeding – Family and Community Links. We support families to understand the roles and responsibilities of educators, staff and managers. For example, a parent was unsure about the role of our educational leader. I explained how the EL supports all educators by providing coaching and positive feedback. I also shared our service's philosophy and the EL's role in promoting high-quality learning outcomes. This helped the parent understand the importance of the EL in our team.

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. Give an example of a time you've supported a family to understand the roles and responsibilities of educators, staff or managers.

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

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.

[Give an example of a time you've supported a family to understand the roles and responsibilities of educators, staff or managers.](#)

In the question, you are being asked to provide a specific instance where you've personally helped a family gain a better understanding of the roles and responsibilities held by educators, staff, or managers within the context of an early childhood education and care service.

Example Scenario: You will need to describe a particular situation where a family sought clarification or had questions about the roles and responsibilities of individuals working in the service. Your role would have been to provide explanations, information, or guidance to address their inquiries.

In your response, focus on providing details about the specific scenario, the family's questions or concerns, the information you shared with them, and how your support helped them better understand the roles and responsibilities within the service.

Remember, this is a chance to showcase your ability to communicate effectively with families and provide valuable information to ensure they have a clear picture of the service's operations.

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.

[Give an example of a time you've supported a family to understand the roles and responsibilities of educators, staff or managers.](#)

Orientation Session: During the orientation for new families, I explained the roles of educators, room leaders, and the educational leader. I provided a handout detailing who to contact for various concerns, helping parents understand the structure and whom to approach for specific issues.

Parent-Teacher Meetings: In a parent-teacher meeting, I explained how the educational leader supports curriculum development and how this role differs from the classroom educators. This helped the parent understand the specialised support their child receives.

Open Service Event: At our annual open service, we set up information booths where each staff member explained their role. This event allowed parents to ask questions and gain a clearer understanding of each person's responsibilities within the service.

Weekly Newsletters: Our weekly newsletter featured a "Meet the Team" section, where we highlighted different staff roles each week. By explaining their responsibilities and contributions, parents became more familiar with who does what in the service.

Daily Communication: When a parent inquired about who handles medical concerns, I explained the role of our health officer and how they ensure children's well-being. This reassured the parent and clarified the process for managing health issues.

Role-Specific Workshops: We organised a workshop for parents to discuss the roles of educators and support staff. By participating in discussions and activities, parents gained a deeper understanding of how each role contributes to their child's education and care.

Policy Handbook: I helped a parent navigate our policy handbook, specifically the section outlining staff roles and responsibilities. By walking them through this information, the parent felt more informed and confident in our team's abilities to support their child.

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

Give an example of [a time you've supported a family to understand the roles and responsibilities of educators, staff or managers....](#)