



Assess your practice first.

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

Exceeding – Family and Community Links. Supporting children’s resilience and wellbeing through collaboration: *Collaborative partnerships with families and the community play a vital role in supporting children’s resilience during transitions. We regularly visit local schools with children to familiarise them with their future environment. For children with additional needs, we work closely with inclusion support services and families to create tailored transition plans. These partnerships ensure that children feel secure and supported, boosting their confidence and emotional wellbeing during this critical time.*

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 give an example of the way your collaborative partnerships with families or the community supports children’s resilience and wellbeing during transitions.

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

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 give an example of the way your collaborative partnerships with families or the community supports children’s resilience and wellbeing during transitions.

Let's break down the statement into two parts and provide simple descriptions to help you:

Part 1: Collaborative Partnerships with Families

This means working closely with parents and guardians to support children during transitions. It involves open communication, shared decision-making, and involving families in the transition process.

Part 2: Supporting Resilience and Wellbeing

This means ensuring that children can adapt to changes and challenges positively while maintaining their overall health and happiness.

Example: We collaborate with families by organising parent information sessions before major transitions. This involvement helps parents understand the process and feel confident in supporting their child. By sharing strategies and resources, we collectively promote the child's resilience and wellbeing, ensuring they feel secure and positive about the upcoming change. 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 give an example of the way your collaborative partnerships with families or the community supports children’s resilience and wellbeing during transitions.

Collaborative Transition Plans:

We work closely with families to develop individualised transition plans for each child. These plans involve regular communication between educators and parents, ensuring that any emotional or behavioural concerns are addressed, helping children build resilience and adjust smoothly to new settings.

Visits to Local Schools:

Our service partners with local schools to organise visits for children transitioning to school. These visits allow children to become familiar with the new environment, reducing anxiety. Parents are invited to join, strengthening the support system around the child during this significant transition.

Parent Workshops on Transitions:

We host workshops for families where we discuss how to support their child's resilience during transitions. These sessions provide strategies for managing changes, building emotional strength, and maintaining consistency at home, helping children feel more secure during times of transition.

Inclusion Support Partnerships:

For children with additional needs, we partner with inclusion support agencies. These partnerships ensure that both the family and the service receive the necessary resources and guidance to make the transition smoother and help the child develop resilience through tailored support.

Community Events:

We collaborate with the local community to host events such as open days at schools or visits to nearby cultural centres. These events expose children to new environments in a fun, low-pressure way, helping them feel more comfortable with future transitions while enhancing their social wellbeing.

Family Involvement in Routines:

We encourage families to be involved in daily routines, especially during times of transition, such as starting a new room or group. By being present and actively involved, families can provide comfort to their children,

fostering emotional resilience and a sense of continuity between home and care.

Emotional Wellbeing Programs:

Through partnerships with community organisations, we implement programs focused on emotional wellbeing, such as mindfulness or social skills workshops. These programs, designed in collaboration with families, help children develop coping mechanisms, emotional awareness, and resilience during transitions.

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

Please give an example of the way your collaborative partnerships with families or the community supports children’s resilience and wellbeing during transitions....

... children’s resilience and wellbeing during transitions.... *(Remember, you must show how the families or community contribution has made a change)*

Week 31, 7 to 11 October 2024 – 6.2.1 Transitions