



We can solve problems with practice with the help of the NQS



The NQS can guide our critical reflections



The NQS is what we assess against to write our QIPs



The NQS is what assessors assess us against to write their A&R report



Families can make a choice based on our NQS rating

How are the National Quality Standards used by stakeholders?



Educators

Looking at the element in detail - A service reviewed what the NQF Guide said about element 1.3.3 and understood families must be included in decision-making about their child's learning, and information provided must:

- be accessible, meaningful and useful
- show children's participation in the program and progress towards learning outcomes
- be shared verbally and through written documentation.



Solving Problems with the NQS

Problem the element can solve – family complaints. No matter how well you care for and educate children, if you don't communicate the basics to families, they can become annoyed and even withdraw their child.

Aim: To develop strong communication with families

Select just one point from the element that could help guide or change your practice.

Assessors may observe

Week 3, 14 February – 18 February 2022- 1.3.3 Information for families

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- *the service responding to families’ questions, concerns and requests in a prompt and courteous way* (page 260 NQF Guide)

Reflect and think about the point in relation to answering families’ concerns or questions about your practice. *“How could we respond better when families raise issues with our education or care practices?”*

Practice change – We’ve brainstormed issues that families do or could frequently raise (eg sleep/rest, menu, lost items, absence of focus on literacy and numeracy, suitable play for girls/boys, risky play) and the Educational Leader has developed some easy to follow fact sheets with information about Reg requirements, current theory and best practice for families in consultation with educators. We’ll continue to add issues to our ‘communication library’ as they come up.

Problem to improve upon – family input. Requests for family input into the program aren’t very successful. Hardly any families return our weekend sheets or complete the questionnaires we send out sometimes about their child.

Aim: To increase family input to the program so it’s even more child-centred.

What to do: Go to the NQS element that could help, eg for this example Element 6.1.2 Parent views are respected.

Select just one point from the element that could help guide or change your practice.

Assessors may observe

- *educators sharing with families:*
 - *some of the interactions they have had with children*
 - *children’s successes and achievements* (page 262 NQF Guide)

Reflect and think about the point in relation to family input. Could the amount and type of information you’re sharing with families be a factor in their responses to requests for family input?

Practice change – we’ve started focusing more on sharing children’s achievements, however small, with families when they arrive and leave. This encourages families to have more meaningful conversations about their child, and we’re using this information as our family input now.

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From the list below, select a point you could aim to improve with your everyday practice:

- using parents’ names when you talk to them
- talking to parents about something they’ve previously mentioned eg an appointment, event, situation at home
- sharing children’s success and achievements with families
- writing learning stories with include evidence of critical reflection
- communicating with others in your team about what you or the children are doing - to help supervision and teamwork
- learning more about a child’s interest or topic with the children.

What problem needs to be improved upon?

Aim (selected from the above points)

What NQS Element could help you to think about the problem differently?

Select just one point from the NQS Element

Reflect and think about the point in relation to the problem.

Create a practice change



The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives.” Pick one of the following reflection points to complete the table below:

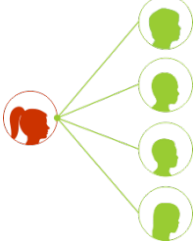
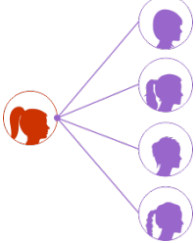
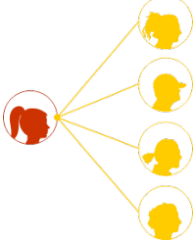
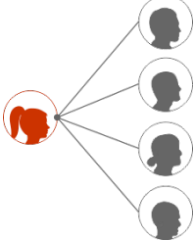
- How could you provide more meaningful information or documentation to families about the educational program?
- How do you document sensitive information about a child’s participation or progress?
- How could you better meet the diverse needs of families when presenting information about a child’s progress? **(eg see QIP/SAT improvement example)**

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
<p>a child</p>	<p>Mum always asks me about what I’m doing at the Centre. I wish she could understand what’s on our wall displays (Yan).</p>	<p>The EL organised for a bilingual educator from another room/group to regularly have short, informal chats with Yan’s mum - informed by Yan’s educators.</p>
<p>an educator</p>	<p>I think Yan’s mum is having trouble understanding our curriculum displays and programming information. I’ll talk to the EL and see if we can brainstorm some ideas to assist.</p>	<p>The NS also spoke with several families about their willingness to assist Yan’s mum understand more about the program and Yan’s participation. One family from Yan’s room was very happy to help, and Yan’s mum is now also learning more about other aspects of our service operations.</p>
<p>your families</p>	<p>I’m learning English, but it’s still not good. I miss a lot (Yan’s mum)</p>	
<p>theorist and current research</p>	<ul style="list-style-type: none"> • <i>“ask families who speak another language and are proficient in English if they are willing to help other CaLD families with communication during orientation”</i> • <i>Communicating with families with limited English language skills may be a little challenging at first but it is the beginning of your partnership with the family. You can learn and share a lot using visual images, gesture and demonstration.”</i> <p>Source: Welcoming conversations with culturally and linguistically diverse families- An Educators’ Guide</p>	



The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives.” Pick one of the following reflection points to complete the table below:

- How could you provide more meaningful information or documentation to families about the educational program?
- How do you document sensitive information about a child’s participation or progress?
- How could you better meet the diverse needs of families when presenting information about a child’s progress?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>		
 <p>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		



Complete your QIP

Instructions If you are happy with a Meeting rating you do not need to answer the Exceeding questions. Note if you can't answer all meeting questions you are not meeting the element, and you need to create an improvement plan and make changes to your practice.

If you are striving for an Exceeding rating, we suggest you answer all meeting and exceeding questions. You can copy your answers into your QIP, or SAT (NSW ONLY).

For a MEETING QIP and Self-Assessment Tool (SAT)	For Exceeding the QIP and Self-Assessment Tool (SAT)
<i>Please give an example of the ways you regularly give families information about their child's participation in the program and progress towards learning outcomes.</i>	Embedded Practice <i>Please explain how all educators' documentation consistently reflects meaningful engagement and communication with families.</i>
<i>Please explain how the information shared about each child's participation and progress is easy for families to understand.</i>	Critical Reflection <i>Please discuss how all educators regularly reflect, individually and with each other, on whether communication of the education program and children's participation, learning and development is accessible and understandable to families (eg see QIP/SAT Strength example).</i>
<i>Please give an example of the way you seek input from families when sharing information about their child's participation and progress.</i>	Engagement with families and community <i>Please discuss how all educators consistently engage with families about their child's progress in ways that recognise individual families' circumstances, culture and communication preferences.</i>

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