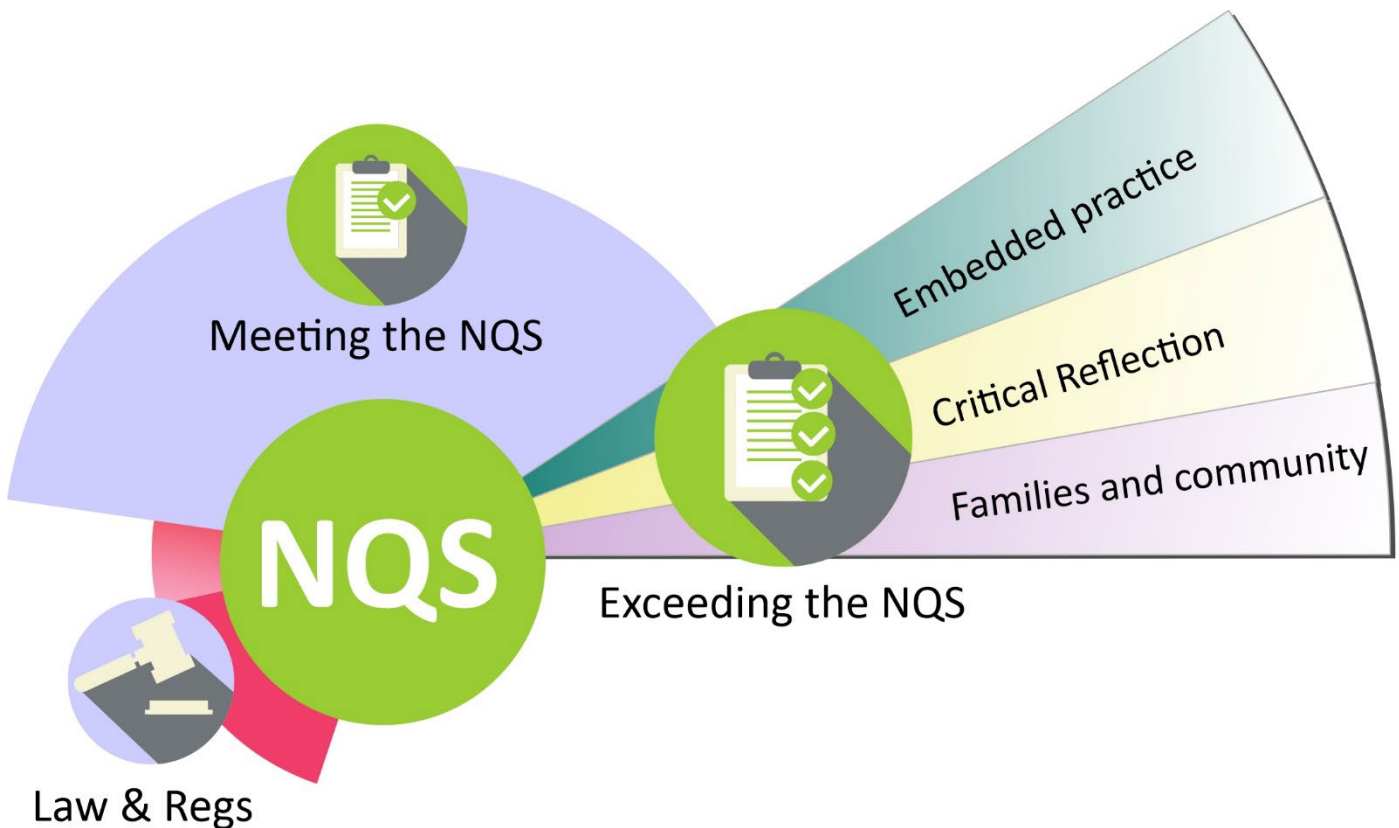


Families are informed about the program and their child's progress.

Section 1. We show you exactly what is required for this element to be meeting and exceeding.



First step: We must ensure the Law and Regulations are always met. **Second step:** look at the NQS and work through the process of meeting the element. **Third step:** then we can look at and complete the exceeding themes.

The logo above shows the effort required to do these three components. It should be easy and take little time to meet the Law and Regulations once you know what is required. Meeting then can become everyday practice, while exceeding takes a lot more time, thinking, connecting to families and community and practice change.

The Educators and Educational Leaders pages give you exactly what you need to be meeting and exceeding.



Law & Regs

The law section 168 outlines the obligations of the approved provider and nominated supervisor to ensure that a program is delivered to all children based on an approved learning framework, delivered in accordance with the framework, designed to meet the developmental needs, interests and experiences of each child, and take into account the individual differences of each child. Failure to comply with this may result in a penalty of **\$4000 to \$20,000.**

Regulations 74 and 75 require the approved provider to ensure educators document assessments of a child's developmental needs, interests, experiences, and progress against the outcomes of the educational program. The documentation should be prepared in a way that is readily understandable by educators and parents and must be available for inspection on request. Information about the contents and operation of the educational program must be displayed at the service premises and provided to parents upon request.

Regulation 76 outlines the requirement for the approved provider to provide parents with information about the content and operation of the educational

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program as it relates to their child, their child's participation in the program, and a copy of the documents kept under regulation 74. Failure to comply with these regulations may result in a compliance direction being issued.

Evidence to show compliance - educators ensure that they are delivering a program based on an approved learning framework, designed to meet the developmental needs, interests and experiences of each child, and takes into account the individual differences of each child.

Educators ensure that they are documenting assessments of a child's developmental needs, interests, experiences, and progress against the outcomes of the educational program in a way that is readily understandable by educators and parents.

Information about the educational program's contents and operation is displayed at the service premises and made available to parents upon request. Additionally, educators provide parents with information about the content and operation of the educational program as it relates to their child, their child's participation in the program, and a copy of the documents kept under regulation 74 upon request.

Please note that the above in green can go directly into your QIP or SAT (NSW only).



Meeting the NQS

Looking at the element in detail - Element 1.3.3 educators 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.

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Meeting - Educators use a variety of methods to communicate with families, such as having conversations at pick-ups, referring to learning documentation on the curriculum wall, using communication channels like Facebook groups or email, holding parent information nights, and making appointments available for families to request. By regularly sharing information with families, educators can promote a sense of transparency, collaboration, and partnership between families and the program. This can help families feel more connected to their child's learning and development, and can ultimately lead to better outcomes for children.

Please note that the above in green can go directly into your QIP or SAT (NSW only) with your examples added to it.



Exceeding the NQS

All educators' documentation consistently reflects meaningful engagement and communication with families. For example, our documentation:

- shows the source of activities and experience, that is, from child/family/community
- reflects children's lives outside the service
- reflects activities implemented following feedback from families.

Exceeding – Embedded Practice Educators' documentation reflects meaningful engagement and communication with families. For example, it shows the source of activities and experience, reflecting contributions from children, families, and the community. We incorporate children's lives outside the service into our documentation, highlighting their home environment, cultural practices, and family celebrations. Additionally, our documentation reflects activities implemented following feedback from families.

Please note that the above in green can go directly into your QIP or SAT (NSW only).



Critical Reflection

Exceeding - Critically Reflecting –

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. For example, this includes:

- language difficulties where English is not the first language
- impoverished families with limited IT access (this was an issue during Covid when classes went online via Zoom)
- reflections leading to changes in way we present information – increased use of symbols such as ticks/stars and reduced amount of words
- reflections leading to information sessions on EYLF for families at the service.

Exceeding – Critical reflections. All educators regularly reflect, individually, and with each other, on families’ accessibility to and understanding of our education program and children’s participation, learning, and development. This is especially the case with language difficulties where English is not the first language. Reflections have led to changes in presenting information. We print portfolios more consistently with more images and reduce the word count to ensure families understand the documentation.

Please note that the above in green can go directly into your QIP or SAT (NSW only).



Families



Community Links

All educators consistently engage with families about their child’s progress in ways that recognise individual families’ circumstances, culture,

and communication preferences. For example, we seek answers to the following.

- There are multiple communication channels – families receive information via email/newsletter/phone.
- Language or IT access issues considered when communicating with families.
- Bilingual educators have a role in communicating with some families?
- Frequency of communication different, that is, do some families receive more communication than others because of a child’s need or family’s position?

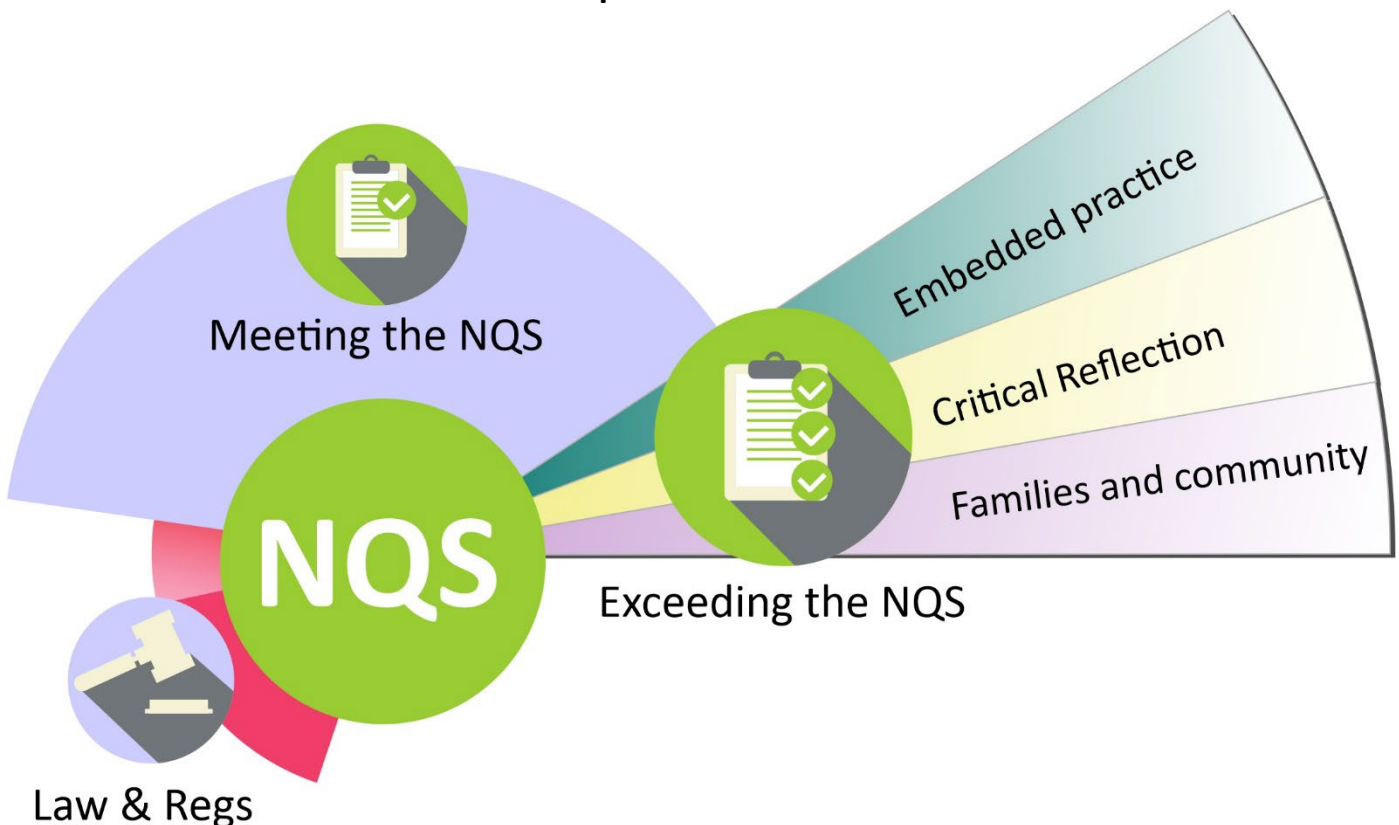
Exceeding – families and community All educators consistently engage with families about their child’s progress in ways that recognise individual circumstances, culture, and communication preferences. We use multiple channels including Facebook groups, email, phone, and parent-teacher nights. We make language considerations and have bilingual and religiously aligned educators to assist with communicating with some families. Frequency varies, as some families prefer to receive more communication because of their child’s needs.

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Families are informed about the program and their child's progress.

Educational Leader and Nominated Supervisor



First step: We must ensure the Law and Regulations are always met. **Second step:** then we look at the NQS and work through the process of meeting the element. **Third step:** then we can look at and complete the exceeding themes.

The logo above shows the effort required to do these three components. It should be easy and take little time to meet the Law and Regulations once you know what is required. Meeting then can become everyday practice, while exceeding takes a lot more time, thinking, connecting to families and community and practice change.

There are **6 things** that you need to do with your service and educators.

- (1) Review the points from the Law and make yourself familiar with them. Conduct the compliance test with your educators to check their knowledge.
- (2) To help your educators learn watch this online video explaining intentional teaching. Click below.

Video Training

<https://vimeo.com/587774485/39460f23de>
- (3) Add to your folder the daily planner so you can document and show the assessor how you

are working with educators. Use documents provided in this section.

- (4) Guide your educators to ensure they are at the meeting level, use the examples in the educators' section and the checklist to help you know exactly what is required.
- (5) Explore the exceeding themes with the examples in the educators' section and your section for critical reflection and families and communities.
- (6) Work with your Nominated Supervisor and edit the QIP (SAT for NSW) template provided by Centre Support to ensure it is reflecting your service's practices.

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Compliance test for educators

Instructions: Nominated Supervisor is to conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Is it a requirement in the Regulations for educators to involve parents in decisions related to their child's learning? Miss Sofie has only found Regulations that mention providing information. Please respond.		
Miss Riley is aware of Regulation 76, 'Information about educational program to be given to parents,' but it refers to another Regulation, number 74. How is Regulation 74 relevant, and what is it about? Please provide an explanation.		
Mr. Harrison has asked for clarification on the meaning of 'educational program,' which is mentioned in the Regulations as information that must be given to parents. What does this term refer to?		

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Educational Leader weekly sheet

Date	Educational Leader activity	With whom?	Comments	Follow up
Monday 27.3.23	Working with educators to understand different family backgrounds	Educators that is struggling	It was identified that an educator was struggling to make connections with a family member had different values.	Using critical reflection and what was known about the families the Ed and Ed Leader were able to identify different perspectives that helped with communication.
Monday 27.3.23				
Tuesday 28.3.23				
Wednesday 29.3.23				
Thursday 30.3.23				
Friday 31.3.23				

General thoughts or ideas

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Exceeding - Critically Reflecting –

All educators regularly reflect, individually and with each other, on whether communication of the education program and children's participation, learning and development

Critical Reflection

is accessible and understandable to families. For example, this includes:

- language difficulties where English is not the first language
- impoverished families with limited IT access (this was an issue during Covid when classes went online via Zoom)
- reflections leading to changes in way we present information – increased use of symbols such as ticks/stars and reduced amount of words
- reflections leading to information sessions on EYLF for families at the service.

The exceeding theme of this element is consistent engagement with families in culturally sensitive ways to inform them about their child's participation, learning, and development. We have included "Welcoming conversations with culturally and linguistically diverse (CaLD) families" can assist educators in meeting this element and other NQS elements. The Guide offers suggestions for building stronger partnerships with families, including CaLD families, and provides ideas for implementing culturally sensitive and engaging activities.

The Guide suggests using picture-based flow charts to show families what to do and who to talk with if they have a concern or query. Educators can also use photographs or short videos to show families play and learning in action, which can help them understand how their child is progressing in the educational program. Visual routines can show times of the day and different parts of the routine to see where there may be family or cultural practices that educators need to consider. Photographs or pictures can also help educators talk about daily routines.

These actions can be adapted to support all families, not just CaLD families. By using visual aids and incorporating family and cultural practices into the educational program, educators can better inform families about their child's participation, learning, and development. Reflecting individually and with each other on whether families can understand and easily

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access the information is also important to ensure that families are engaged and informed.

Work with your educators to identify families that may need assistance with different communication methods.

Exceeding – Critical reflections. All educators regularly reflect, individually, and with each other, on families' accessibility to and understanding of our education program and children's participation, learning, and development. This is especially the case with language difficulties where English is not the first language. Reflections have led to changes in presenting information. We print portfolios more consistently with more images and reduce the word count to ensure families understand the documentation.

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Let's explore the topic of 'values' differences in this element, as language differences are often discussed. What should educators do when families hold values that are significantly different from their own, and it becomes a challenge to navigate these differences?

Families may hold very different values to educators and can include differences in parenting styles, religious beliefs, cultural traditions, and expectations for children's behaviour and learning. For instance, a family may have a family history of speaking harshly to their child, while the service follows a child protection and safe policy. In these situations, it can be challenging for educators to navigate these value differences while creating a positive and respectful relationship with families.

Here are some steps that you might find helpful.

1. Approach the conversation with empathy and respect for the family's perspective and cultural background, knowing it is different to yours.
2. Express concern for the child's well-being and development, highlighting the service's

- commitment to ensuring a safe and supportive environment for all children.
3. Share specific observations or incidents that have raised concerns about the family's approach to discipline or communication with their child.
 4. Explain the service's policies and procedures related to child protection and safe communication practices, emphasising the importance of creating a positive and nurturing environment for all children.
 5. Invite the family to share their thoughts and feelings on the matter and listen actively to their perspective.
 6. Collaborate with the family to find a mutually agreeable approach to supporting the child's social-emotional development, such as providing resources on positive communication techniques or connecting the family with relevant support services.
 7. Follow up with the family regularly to monitor progress and address any further concerns that may arise.

Positive communication techniques for children

- a) **Active listening** - paying attention to what the child is saying, asking questions to clarify understanding, and responding appropriately.
- b) **Encouragement** - acknowledging and praising the child's efforts, strengths, and achievements.
- c) **Positive reinforcement** - providing positive feedback and rewards for positive behaviour.
- d) **Use of non-verbal communication** - using positive body language, such as smiling, nodding, and making eye contact, to show engagement and interest in the child.
- e) **Validation** - acknowledging the child's feelings and perspectives and showing empathy.
- f) **Positive language** - using positive and supportive language and avoiding negative or critical language.
- g) **Age-appropriate communication** - using language and concepts that are appropriate for the child's age and developmental level.
- h) **Setting boundaries** - setting clear expectations and boundaries for behaviour and communicating them in a positive and respectful way.

- i) **Asking open-ended questions** - encouraging the child to express themselves and engage in conversation.
- j) **Use of storytelling and play** - using storytelling and play to communicate and engage with the child in a positive and interactive way.

A family may have different expectations for their child's development, which sees them not keeping their child's appointment with the speech therapist.

Here are some steps that you might find helpful when talking to these families.

1. Start by acknowledging the parent's busy schedule and the challenges of keeping appointments. Let them know you understand how difficult it can be to balance work, school, and appointments.
2. Emphasise the importance of consistent speech therapy in helping their child make progress. Explain that missing appointments can disrupt the therapy process and slow down their child's progress.
3. Share success stories of other children who have made progress through consistent attendance at therapy sessions. This can help to build trust and confidence in the therapy process.
4. Provide the parent with information about the specific goals and objectives of their child's speech therapy sessions, and how missing appointments can impact their progress towards these goals.
5. Discuss strategies for making appointments more manageable, such as scheduling appointments during times that work best for the family or coordinating with the child's school schedule.
6. Remind the parent of the consequences of missing appointments, such as having to reschedule and potentially delaying progress, and the impact this can have on the child's overall well-being.
7. Offer resources and support, such as providing reminders about upcoming appointments, or connecting them with local resources that can help with scheduling.
8. End the conversation on a positive note by reaffirming your commitment to supporting the child's progress and encouraging the parent to reach out with any questions or concerns.

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Families



Community
Links

All educators consistently engage with families about their child's progress in ways that recognise individual families' circumstances,

culture, and communication preferences. For example, we seek answers to the following.

- There are multiple communication channels – families receive information via email/newsletter/phone.
- Language or IT access issues considered when communicating with families.
- Bilingual educators have a role in communicating with some families?
- Frequency of communication different, that is, do some families receive more communication than others because of a child's need or family's position?

Again, work with your educators and jot down points to have ready for assessment and rating day.

In what ways do we ensure that families are receiving information about their child's progress through multiple communication channels, such as email, newsletters, and phone calls?

How do we take into account language barriers or IT access issues when communicating with families, and what steps do we take to ensure that all families can access the information they need?

How do bilingual educators contribute to our communication efforts with families, and in what ways do we ensure that families who speak languages other than English feel supported and included?

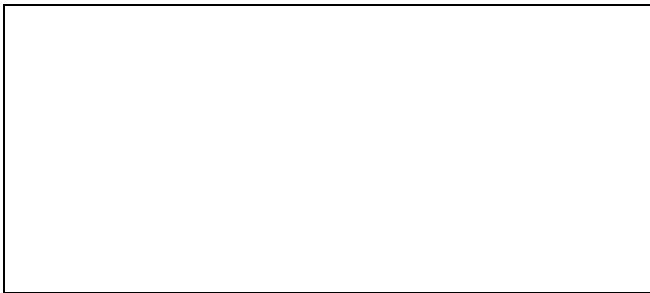
How do we ensure that the frequency of communication with families is appropriate for each child and family, and that families who may need more support or information are not left out?

In what ways do we consider individual families' circumstances, culture, and communication preferences when communicating about a child's progress, and how do we ensure that families feel heard and respected in these conversations?

How do we encourage and welcome feedback from families about the ways in which we communicate with them, and how do we use this feedback to improve our practices?

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How do we ensure that all educators are trained and supported to effectively engage with families about their child's progress, and that they feel confident and capable in these conversations?



Exceeding – families and community All educators consistently engage with families about their child's progress in ways that recognise individual circumstances, culture, and communication preferences. We use multiple channels including Facebook groups, email, phone, and parent-teacher nights. We make language considerations and have bilingual and religiously aligned educators to assist with communicating with some families. Frequency varies, as some families prefer to receive more communication because of their child's needs.

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Answers from last week - Compliance test for educators

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Name of educator:

Questions	Response	Pass or Fail
Mr Brett asked if there's anything in the Regs about critical reflection – or is it just an NQS requirement? Please respond.	It's in the National Law - section 168 'Offence relating to required programs' provides penalties up to \$20,000 for not implementing a program based on an approved learning. One of the principles of the EYLF/MTOP is 'Ongoing learning and reflective practice.'	
Miss Tamieka says she's confused about the difference between reflection and evaluation. Please explain the difference.	Critical reflection looks at things from multiple viewpoints, often considers equity and power issues, and considers what all the evidence says, often leading to changes in practice. Evaluation is simply looking at how well something is done or is progressing. (More information about reflection is in the EL section.)	
Miss Skye asks if there's any 'right' way to document critical reflection. Is there?	No. The NQS Guide says educators can use a "variety of methods such as jottings, children's comments and conversations, photographs and examples of children's work." (page 136)	

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