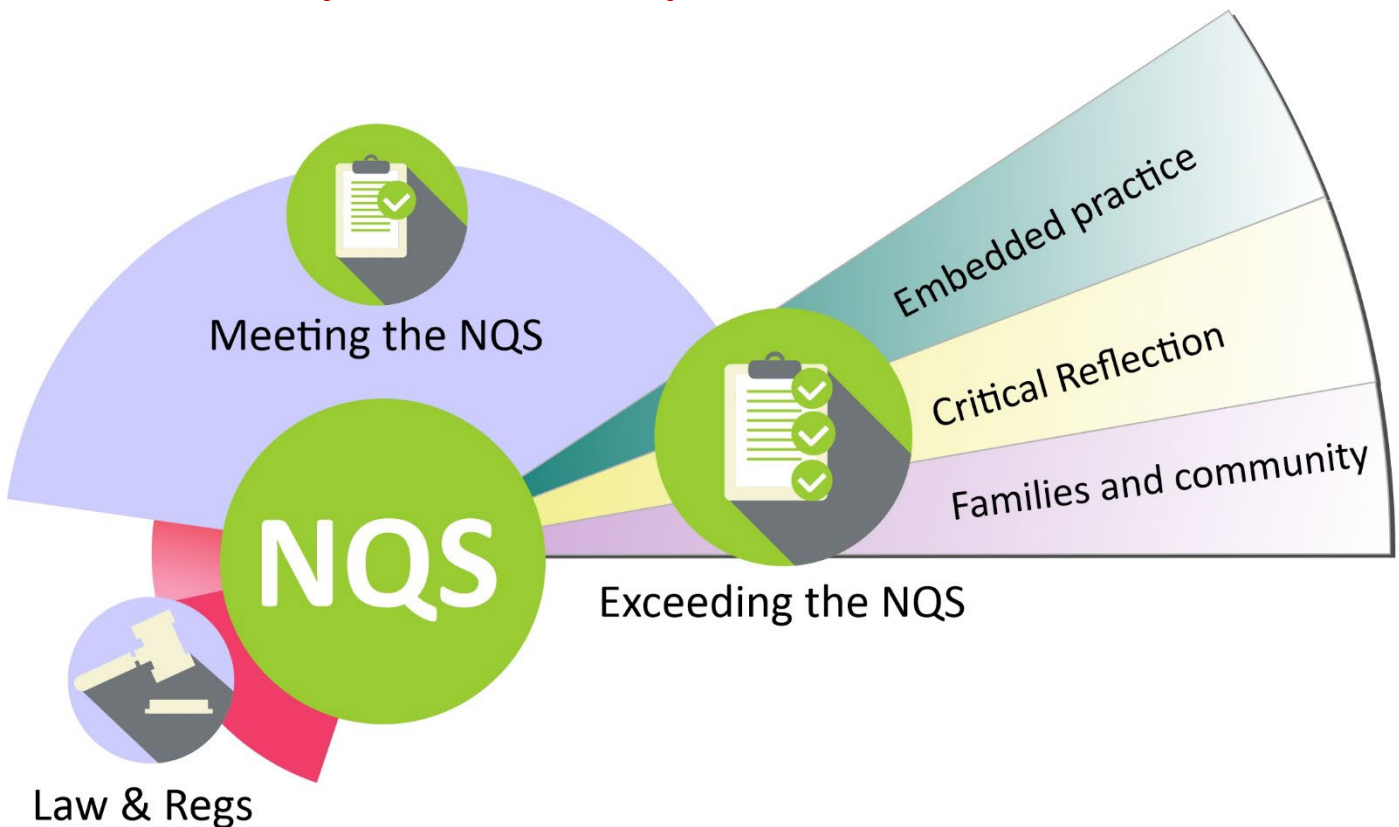


Families are informed about the program and their child's progress.

Section 2. Examples of what's required for educators.



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.



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

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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 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 understand 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.

Here is a list on how to ensure families are informed about the program and their child's progress:

1. **Use a variety of communication methods:** Families have different preferences when it comes to receiving information about their child's progress. Some may prefer emails, while others may prefer phone calls or face-to-face meetings. It's important

to use a variety of communication methods to ensure that all families are informed about the program and their child's progress.

2. **Develop a communication plan:** Developing a communication plan can help ensure that families are informed about the program and their child's progress. This plan should include details about what information will be shared, how it will be shared, and how often.
3. **Schedule regular parent-teacher conferences:** Regular parent-teacher conferences provide an opportunity for families to discuss their child's progress with their child's teacher. These meetings can be used to share information about the program and to discuss any concerns or questions that families may have.
4. **Share program information:** Families should be informed about the program's goals, objectives, and curriculum. This information can be shared through newsletters, handouts, or online resources.
5. **Provide regular updates:** Regular updates about the program and their child's progress can help families feel more involved in their child's education. These updates can be shared through emails, phone calls, or online platforms.
6. **Use technology:** Technology can be used to provide families with information about the program and their child's progress. For example, teachers can use online platforms to share updates and progress reports.
7. **Involve families in the learning process:** Involving families in the learning process can help them feel more connected to their child's education. For example, families can be invited to participate in classroom activities or events.
8. **Provide resources:** Families should be provided with resources that can help them support their child's learning at home. These resources can include tips for reading with their child or ideas for educational activities.
9. **Use language that is easy to understand:** Information about the program and their child's progress should be communicated using language that is easy to understand. This can help ensure

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that all families are able to fully understand the information being shared.

10. **Celebrate successes:** Celebrating successes can help families feel more invested in their child's education. This can include sharing positive feedback about their child's progress or highlighting their achievements.
11. **Address concerns:** If families have concerns about the program or their child's progress, it's important to address these concerns in a timely manner. This can help prevent issues from escalating and can ensure that families feel supported.
12. **Create a welcoming environment:** Creating a welcoming environment can help families feel more comfortable and involved in their child's education. This can include greeting families warmly, providing opportunities for families to get involved, and encouraging open communication.

From the twelve points, which ones are you doing well?

From the twelve points, which do you need to improve?

Work with your Educational Leader to work on the points you need to improve upon.

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.*

Before proceeding we need to know what our families do with their children outside the service. Then we need to develop a program based upon what they do. Here are some examples.

Activities	Program ideas
Walking, cycling in the park	Explore the outdoors and learn about and map local pathway
Visiting the beach	Creating a mini beach with environmental protection learning about sea marine life
Having a picnic in a park	Cooking and baking together, creating a pretend picnic, or exploring picnic foods through taste tests
Visiting local markets	Market play, such as setting up a pretend market stall, exploring different types of things

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	<i>that are of an interest to children.</i>
Attending community events such as festivals or concerts	<i>Learning about different cultural celebrations</i>
Playing backyard cricket or football	<i>Sports-themed gross motor activities, such as relay races, obstacle courses, or ball games</i>
Playing games	<i>Board game or puzzle activities to promote problem-solving, turn-taking, and cooperation skills</i>
Having movie nights	<i>Movie-themed activities, such as creating a mini cinema, making popcorn or movie snacks, or making simple props related to the movie</i>
Cooking and baking together	<i>Cooking and baking activities, such as making simple recipes with healthy ingredients or exploring different cultural cuisines</i>
Connecting with extended family members through family gatherings or get-togethers	<i>Creating family trees or collages, making cards or gifts for family members, or hosting a pretend family gathering</i>

You need to ensure your learning documentation is obvious and point out how you have connected it to families and their outside lives to create a learning program. For example:

Maria, Fay's mum shared with educator Tameika that Fay misses her extended family who live far away in Melbourne. Usually, the families start preparing for Greek Easter together which is coming up soon. To help Fay feel connected to her family, her educators decided to plan some activities that would allow her to explore and celebrate Greek Easter which is held the weekend after Australian Easter.

The educators first asked Fay to bring in some family photos, and together they looked through the pictures and talked about the different family members. Fay was excited to see pictures of her grandparents, aunts,

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uncles, and cousins, and she shared stories about the different family gatherings and celebrations they have.



Using the photos as inspiration, the educators helped Fay create a family tree, using craft materials to decorate and label each family member. Fay was proud to share her family tree with her classmates and explain the different branches of her family.



The educators then suggested that Fay create some cards and gifts to send to her extended family members. Fay spent several afternoons creating beautiful cards with Greek patterns and symbols and making bracelets and keychains with names in Greek letters for family members.

To further celebrate her Greek heritage, Fay's educators Tameika decided to host a pretend Easter family gathering at the centre. The children worked together to create a Greek-style feast, using ingredients such as olives, feta cheese, and tzatziki. Fay helped her educators set the table with Greek-style decorations, and they all enjoyed a delicious feast together.



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).



Checklist

Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If there's something on the checklist that you're not doing, you need to adjust your practice to do it, or ask for help and training to implement it ie work with your educational/room leader who should teach/coach you how to do it. This process uses the **summative assessment process** from the **new EYLF**. Educators review your achievements and capabilities at specified or selected timepoints. Please make a judgement about the path you are on to understanding the element.

The checklist keys to use.

E = Embedded I do that **ALL** the time

K = I know I need to do that, but I don't do it all the time

T = Please teach me how to do it or improve my understanding of why I need to do it.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

Would a visitor to your room see you regularly engaging in conversations with families about their child's learning and sharing positive observations, interactions, and progress?					
Would a visitor to your room see you regularly sharing a child's learning documentation with their family?					
Would a visitor to your room see you communicating information about the curriculum and the EYLF with families?					
Would a visitor to your room see you making an effort to use families' preferred communication method when sharing information?					
Would a visitor to your room see you being approachable and willing to discuss a child's learning with their family at a mutually convenient time?					
Would a visitor to your room see you reflecting on potential barriers that may prevent families from understanding their child's learning information and taking steps to address them, such as using bilingual educators or considering cultural sensitivities?					
Would a visitor to your room see you seeking feedback from families about the information shared and the way it's presented, and making changes based on the feedback?					
Would a visitor to your room see you being mindful of sharing sensitive information in a way that respects the privacy of the child and their family?					
Would a visitor to your room see you ensuring that your learning documentation and communication with families support a consistent learning environment and outcomes for each child?					
Would a visitor to your room see you creating transition statements for children who are transitioning to school?					

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



The EYLF says, “Evaluation practices involve educators’ critical reflection on the effectiveness of their planning and implementation of curriculum for children’s learning as part of the planning cycle, both for and with children’. 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? (Example below)

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>Sometimes I feel like my teacher doesn't understand me and my family. I want my family to know all about the cool stuff I'm learning and the fun things I'm doing at school.</p>	<p>We need to use a variety of communication methods to ensure that all families can access and understand the information. For example, using visual aids such as pictures or flow charts can be helpful for families who may have limited literacy skills or speak a different language. Translation services can also be utilised to ensure that families who speak different languages can understand the information being presented.</p>
<p>an educator</p>	<p>I may struggle to find effective ways to communicate with families who have diverse needs and preferences. I may also find it difficult to balance the need for frequent and meaningful communication with the demands of my workload and especially when many families arrive at the same time to collect their children.</p>	<p>Educators can actively seek out families' perspectives and feedback to ensure that they feel heard and supported. This can be done through regular check-ins or meetings with families, as well as through informal conversations and feedback forms. By valuing families' input and perspectives, educators can build strong partnerships that support children's learning and development.</p>
<p>your families</p>	<p>I find it challenging to understand the information presented to me about my child's progress, especially if it is not presented in a way that considers my cultural or linguistic background. I may also feel like my perspectives and concerns are not being fully heard or addressed by educators.</p>	<p>Effective communication between educators and families creates positive outcomes for children, and by working together, educators and families can create a supportive and collaborative learning environment.</p>
<p>theorist and current research</p>	<p>There are often barriers to effective communication, such as cultural and linguistic differences, that can make it difficult for educators to meet the diverse needs of families. Educators need to be aware of these barriers and find ways to overcome them, such as by using translation services or visual aids. Additionally, educators should actively seek out opportunities for collaboration and feedback from families, to build strong partnerships that support children's learning and development.</p>	<p>Effective communication between educators and families creates positive outcomes for children, and by working together, educators and families can create a supportive and collaborative learning environment.</p>

1.3.3

Information for families

Week 9 – 27.3.2023
Monday to Friday

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



The EYLF 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>		

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Bush Kindy Policy

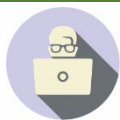
- Educators promote children’s learning through a flexible program of off-site, child-led activities and play which promote children’s confidence, self-esteem and independence
- Program will include some dangerous elements which do not pose an unacceptable risk to children
- Program may take place in all weather conditions which are not hazardous.
- The Nominated Supervisor and educators will consider a range of issues listed in the policy when selecting a suitable site and conducting risk assessments for excursions to the site eg setting clear safety rules and boundaries with children, and educator to child ratios and any additional adults required, delivery and collection arrangements at site, and emergency and evacuation procedures at site
- Consultations with families about Bush Kindy programs will cover relevant issues including delivery and collection arrangements, emergency procedures and clothing requirements

Excursion to Bush Kindy site must be authorised by parents/guardians

Do you have any feedback or comments about this policy? Please include below.

Educator’s Name	Educator’s Signature

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Add to your QIP or (SAT NSW only)

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</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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