**THIS IS AN EXAMPLE. COMPLETE YOUR QIP TEMPLATE LIKE THIS USING YOUR OWN STRENGTHS AND IMPROVEMENTS.**

**This example uses Exceeding Indicators. You can use same technique using Meeting Indicators for a Meeting rating if you wish.**

Week 9, 27 to 31 March 2023 - QIP Suggestions - complete and copy this into your QIP

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| **Element 1.3.3** | **Information for families** Families are informed about the program and their child's progress. |
| **Strengths** | **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.  **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.  **Critical Reflection -**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.  **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.  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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| **Element 1.3.3** | **Information for families** Families are informed about the program and their child's progress. |

Improvement plan (identified through assessment against NQS indicators)

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| **Standard/ element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 1.3.3  Week 9  Date: 27/3/23 | Educators are not sharing with families’ children’s participation in the program and progress towards learning outcomes. | *Educators to communicate with families about the program and their child’s progress* |  | Evaluate our practices to see where educators need assistance with informing families about the program and their child’s progress. | Ensure educators can confidently do the following points with families so they are informed about the program and their child's progress:   1. Use a variety of communication methods 2. Develop a communication plan 3. Schedule regular parent-teacher conferences 4. Share program information 5. Provide regular updates 6. Use technology 7. Involve families in the learning process 8. Provide resources 9. Use language that is easy to understand 10. Celebrate successes 11. Address concerns 12. Create welcoming environment |  |  |
| 1.3.3  Week 9  **Exceeding  Embedded**  Date: 27/3/23 | We identified that our documentation is not consistently reflecting meaningful engagement and communication with families. | All educators’ documentation consistently reflects meaningful engagement and communication with families. |  | Educational leader to work with educators to ensure learning documentation is based on meaningful engagement and communication with families. | *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. |  |  |
| 1.3.3  Week 9  **Exceeding  Critical reflection**  Date: 27/3/23 | Educators are not critically reflecting on the learning documentation from a families perspective. | 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. |  | Educational leader to work with educators to ensure learning documentation is based on meaningful engagement and communication with families and addresses communication and language barriers. | *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/MTOP for families at the service. |  |  |
| 1.3.3  Week 9  **Exceeding  Families and community**  Date: 27/3/23 | All educators are not engaged with families about their child’s progress in ways that recognise individual families’ circumstances, culture, and communication preferences. | All educators consistently engage with families about their child’s progress in ways that recognise individual families’ circumstances, culture, and communication preferences. |  | Educational leader to work with educators to ensure learning documentation is based on meaningful engagement and communication with families and addresses communication and language barriers. | *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.*   * Are there multiple communication channels – do only some families receive information via email/newsletter/phone? * Are language or IT access issues considered when communicating with families? * Do bilingual educators have a role in communicating with some families? * Is frequency of communication different, that is, do some families receive more communication than others because of a child’s need or family’s position? |  |  |

**Summary of Exceeding Themes Standard 1.3 Assessment and planning**

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 1.3.3 we have identified the following exceeding theme indicators:   * All educators’ documentation consistently reflects meaningful engagement and communication with families. |
| 2. Practice is informed by critical reflection | In the strength example for element 1.3.3 we have identified the following exceeding theme indicators:   * 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. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 1.3.3 we have identified the following exceeding theme indicators:   * All educators consistently engage with families about their child’s progress in ways that recognise individual families’ circumstances, culture, and communication preferences. |