**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 10, 2 to 4 April 2024 - 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 regularly give families information about their child’s participation in the program and progress towards learning outcomes. For example, we chat during pick-ups, refer to learning documentation on the curriculum wall, utilise Facebook groups and emails, host parent information nights, and offer scheduled appointments for in-depth discussions. This multifaceted approach ensures families are well-informed and engaged with their child's educational journey.  Educators ensure the information shared about each child’s participation and progress is easy for families to understand. We avoid jargon, provide explanatory posters on the EYLF/MTOP frameworks, present progress in easy-to-understand formats like tables with visual indicators, and use families' home languages wherever possible, thanks to our bilingual staff or ACECQA’s resources. This ensures clarity and inclusiveness in our communications.  To gather input from families on their child’s progress, we use weekend sheets for insights into home life, engage in meaningful conversations at drop-off/pick-up, and inquire about family life, activities, and significant events. This approach allows us to incorporate families' perspectives and experiences into our program, fostering a collaborative environment for child development.  **EXCEEDING**  **Embedded practice -** Our educators’ documentation consistently showcases meaningful engagement with families by incorporating the origins of activities from child, family, or community inputs, reflecting children's lives outside our service and adapting activities based on family feedback. This approach ensures that the content is not only relevant but also deeply connected to each child's personal experience, fostering a stronger sense of community and family involvement.  **Critical Reflection -**Educators regularly reflect on the accessibility and understandability of communication regarding the educational program and children’s participation. This reflection considers language barriers, limited IT access for disadvantaged families, and adapts communication methods accordingly. Changes include using visual symbols for clearer understanding and holding information sessions on EYLF/MTOP to better equip families with the necessary knowledge to engage with their child's learning journey.  **Families and community -**Our engagement with families over their child's progress respects each family's unique circumstances, culture, and communication preferences. We address potential barriers by ensuring multiple communication channels are available, considering language and IT access, involving bilingual educators, and tailoring the frequency of communication to meet each family's and child's needs, ensuring equitable and inclusive engagement.  **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 | 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  **Exceeding  Embedded** | 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  **Exceeding  Critical reflection** | 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  **Exceeding  Families and community** | 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. |