



Assess your practice first.

Read the below description and evaluate it in relation to your practices.

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.

If you are doing similar practices to the example, use the below question to help you write your '**exceeding practice for embedded**' description so you can add it to your QIP or SAT (NSW only).

For **Exceeding** the QIP and Self-Assessment Tool (SAT)

Embedded Practice - Please explain how all educators' documentation consistently reflects meaningful engagement and communication with families.

If you and your educators need to learn how to achieve exceeding – embedded practice, proceed here and do below.

The following section outlines the steps to ensure you are exceeding in Embedded Practice. If you have already successfully completed the previous section demonstrating how you are exceeding in Embedded Practice, you do not need to complete this section.

Look at the words in detail to identify what is exceeding.

Part 1: Explain how educators' documentation reflects meaningful engagement with families: This part focuses on how the information recorded by educators (like observations, learning journals, and assessments) demonstrates active and significant engagement with the children's families. It's asking for examples or practices that show this engagement isn't superficial but deep and impactful, contributing positively to the children's learning and development.

Part 2: Ensure the consistency of this documentation: The second part is about ensuring that this approach to documenting meaningful engagement isn't a one-off or sporadic but a regular and systematic part of how educators interact with and report on children's progress. It asks for a description of the methods or systems in place that guarantee this level of engagement and communication happens across the board, with all families, and is embedded in the service's practices.

It is important to ensure that we make it **very clear how these above concepts have created change in your service.**

Embedded Practice - Please explain how all educators' documentation consistently reflects meaningful engagement and communication with families.

Learning Journals with Family Contributions:

Educators maintain learning journals for each child that include spaces for family members to add their observations, stories, or photos from home. This practice ensures a two-way flow of communication

and enriches the child’s learning documentation with family perspectives.

Digital Platforms for Real-Time Updates: Utilising digital platforms or apps where educators can post updates, photos, and observations about the children’s day and learning experiences. Families can comment, ask questions, and give feedback, facilitating ongoing dialogue.

Parent-Teacher Meetings Documented: Educators systematically document insights and plans discussed during parent-teacher meetings, ensuring that follow-up actions are recorded and communicated in the child’s records, showing a continuous link between family discussions and educational planning.

Cultural and Language Inclusion Records: Documentation reflects educators’ efforts to include children’s cultural backgrounds and home languages in the program. This includes notes on cultural practices shared by families and how these are incorporated into the learning environment, demonstrating respect and engagement with diverse family backgrounds.

Family Input in Learning Plans: Learning plans and goals for children include documented input from families, showing that educators have sought and incorporated parents’ aspirations and insights into their child’s educational journey.

Feedback Loops Documented: Records of feedback given by families, whether positive or concerning aspects of their child’s care and education, and how this feedback has influenced program adjustments or educator practices. This demonstrates an active and responsive engagement with family perspectives.

Transition Documents with Family Collaboration: Documentation of the transition process, whether into the educational setting, between rooms, or to school, includes detailed accounts of family meetings, concerns, hopes, and how these are addressed in the transition plan. This highlights the partnership between educators and families in supporting children through changes.

Your example. Select a point from above and break it down into the subsections.

Please explain how educators' documentation reflects meaningful engagement with families.



Can you describe how you ensure there is consistency in this documentation across the service.

