# 1.3.3 Information for families

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

Families are included in decision-making about their child’s learning, and information the service provides:

* is accessible, meaningful, and useful
* shows children’s participation in the program and progress towards learning outcomes
* is shared verbally and through written documentation.

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| To **MEET** QIP and Self-Assessment Tool (SAT) | To **EXCEED** the QIP and Self-Assessment Tool (SAT) |
| 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. | Please explain how all educators’ documentation consistently reflects meaningful engagement and communication with families. |
| 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. | 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. |
| Please explain how the information shared about each child’s participation and progress is easy for families to understand. | 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. |
| 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. | 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. |
| Please give an example of the way you seek input from families when sharing information about their child’s participation and progress. | 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. |
| 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. | 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. |
| Discuss the process for preparing Transition to School Statements for children OR for OSHC.  Give an example where a family has approached you for more information about their child’s participation in the program and your response. | Please give an example of changes you’ve made to the presentation or content of children’s learning documentation to make it more informative for families or easier for them to understand. |
| The process for preparing Transition to School Statements includes consulting with schools to ensure the information is relevant, providing a summative assessment of children’s progress against learning outcomes, and sharing these reports with parents in October (and, with consent, to schools). This structured approach aids in creating a smooth transition for children, aligning educational expectations and needs. | We've made significant changes to enhance the clarity and informativeness of children's learning documentation for families. This includes simplifying presentations with symbols like ticks and stars, incorporating more visuals such as photos and videos, and explaining progress against learning outcomes with clear indicators. These adjustments have made information more accessible and meaningful to families, facilitating a deeper understanding of their child's learning journey. |
| Please give an example showing how you share information with families using their preferred communication method. | Give an example of how sharing information with families about their child’s learning has contributed to a partnership with the family and improved learning outcomes for the child. |
| Educators share information with families using their preferred communication method to ensure accessibility and convenience. Whether through email, social media, phone calls, or face-to-face meetings, our goal is to keep families informed and engaged with their child’s learning and progress in a manner that suits them best, fostering strong, collaborative partnerships between home and the educational setting. | Sharing information with families about their child’s learning fosters a collaborative partnership, directly contributing to improved learning outcomes. Examples include coordinating on behaviour management strategies, addressing additional needs, respecting the child's cultural identity, and considering family dynamics like parental separation. This partnership approach ensures that learning strategies are inclusive, supportive, and tailored to each child's context, enhancing their educational experience and development. |