

Continual Monitoring and Improvement Policy

Published	June 2020
Review Date	October 2022
Sources	<p>Education and Care Services National Regulations, December 2019</p> <p>Education and Care Services National Law, February 2018</p> <p>Guide to the Education and Care Services National Law and the Education and Care Services National Regulations, October 2017</p> <p>Guide to Developing a Quality Improvement Plan, June 2014</p> <p>Guide to the National Quality Framework, January 2020</p>

Aim:

To establish and maintain effective evaluation and self-review procedures that enable the service to continuously improve their policies, procedures and practices.

Responsibilities:

In relation to the Approved Provider, Co-ordination Unit Staff & Educational Leader:

- Abide by their obligations under the current Education and Care Services National Law, Education and Care Services National Regulations and the National Quality Standard in relation to Continual Monitoring and Improvement
- Ensure an ongoing cycle of self-assessment, planning and review, together with engagement with all stakeholders including families creates a culture of continuous improvement within the service
- Prepare a Quality Improvement Plan that:
 - Includes an assessment of the service against the National Quality Standard and the National Regulations
 - Identifies the services strengths
 - Identifies any areas that may require improvement
 - Contains a Statement of Philosophy for the service
- Review and revise the Quality Improvement Plan at least annually, and as directed by the Regulatory Authority
- Ensure the current Quality Improvement Plan for the service:
 - Is kept at the principal office of the Family Day Care Service
 - Is available for inspection by the Regulatory Authority or an authorised officer
 - Is made available on request to parents of a child enrolled at the service or who are seeking to enrol a child at the service
- Ensure the Educational Leader supports educators to develop the curriculum and reflect on their practices to identify areas for improvement
- Establish processes that ensure the service regularly reviews their Policies and procedures that enable the service, Educators and staff to self-assess their performance in delivering quality education and care, and plan future improvements for their education and care service
- Maintain a consistent process of reflection and evaluation that will enable the service to gain an informed picture of their current practice and the quality of education and care experienced by children and families
- Utilise the reflective questions in the “Guide to the National Quality Standards” to assist in the self-assessment process
- Be open, honest and critically reflective when undertaking the self-assessment and

- quality improvement planning processes
- Use a collaborative approach to self-assessment and the development of the Quality Improvement Plan, involving wherever possible children, families, educators and staff
 - Use a variety of means to gather self-assessment information from children, families, Educators and staff
 - Complete the Annual Self-Assessment Form
 - Complete the Staff Performance Plans Annually
 - Assist new Educators with the completion of the Educators Commencement Performance Plan during their first 3 months of work
 - Ensure Educators complete the Annual Educators Performance Plan

In relation to gathering Self-Assessment Information:

- Self-Assessment information will be gathered in a variety of ways from children, families, Educators and staff

Families:

Self-Assessment information will be gathered from families through:

- Annual Client Satisfaction Surveys
- Adhoc Feedback
- Complaints
- Newsletters
- Policy Reviews
- Facebook Page

Educators:

Self-Assessment information will be gathered from Educators through:

- Educator Induction Feedback
- Educator Commencement Performance Plan
- Educator Diary
- Annual Self-Assessment
- Annual Educator Performance Plan
- Complaints
- Newsletters
- Policy Reviews
- Facebook Page

Staff:

Self-Assessment information will be gathered from staff through:

- Annual Self-Assessment
- Annual Staff Performance Plan
- Staff Meetings
- Complaints
- Newsletters
- Policy Reviews
- Facebook Page
- Brain Dumps
- Working Groups

In relation to Educators:

- Abide by their obligations under the current Education and Care Services National Law, Education and Care Services National Regulations and the current National Quality Standards in relation to Continual Monitoring and Improvement
- Within the first 3 months of starting work as a Family Day Care Educator complete the Educators Commencement Performance Plan
- Complete the Annual Self-Assessment Form
- Complete the Educator Performance Plan Annually
- Be actively involved in the review of the services Policies and Procedures
- Utilise the Educators Diary to give feedback to the service every 6 months by:
 - Providing input for the Quality Improvement Plan
 - Reviewing the diary – the strengths and areas for improvement
 - Reviewing the Individual Learning and Development Assessments Records and/or the Wellbeing, Development and Learning Evaluations – the strengths and areas for improvement

In relation to Families:

- Fill in the Annual Client Satisfaction Survey to enable the service to assess their current practices
- Provide both written and verbal feedback to the service as required

Continual Monitoring and Improvement:

Continual improvement and monitoring will occur in the following ways:

- Incidental and planned consultation with families
- Co-ordination Unit Staff accessing current relevant information
- Co-ordination Unit Staff and Educators accessing current and relevant training
- Internal evaluation of incidences and the improvement of systems