

Policy Statement

This policy acts to ensure that:

- Effective evaluation and self-review procedures that enable the service to continuously improve their policies, procedures and practices are established and maintained

Goals

- Ensure an ongoing cycle of self-assessment, planning and review together with engagement with stakeholders, including families to create a culture of continuous improvement with the service

Gathering Self-Assessment Information

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

Children

Self-Assessment information will be gathered from children through:

- Evaluations of the program
- Children's Voices throughout the Program
- Complaints
- Policy Reviews

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
- Annual Educator Performance Plan
- Complaints
- Newsletters
- Policy Reviews
- Facebook Networking Page
- Networking Sessions
- Training

Policy Created
February 2016

Policy Last Updated
April 2022

Policy Review Date
April 2024

Coordinators & Staff

Self-Assessment information will be gathered from staff through:

- Annual Staff Performance Plan
- Staff Meetings
- Complaints
- Newsletters
- Policy Reviews
- Facebook Page
- Working Groups
- Coordinator Support Meetings
- Coordinator Networking Meetings

Roles and Responsibilities

Approved Provider, Coordinators and Educational Leader

- Prepare a Quality Improvement Plan (QIP) /Self-Assessment Tool (SAT) that:
 - Includes an assessment of the service against the National Quality Standards 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 QIP/SAT regularly, and at least annually, and as directed by the Regulatory Authority
- Ensure the current QIP/SAT for each service:
 - Is kept at the principal office of Country Children's Early Learning
 - 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 to ensure they maintain compliance in line with the National Laws and Regulations
- Establish 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 practices 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 QIP/SAT, 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 Staff Performance Plans Annually
- Assist new Educators with the completion of their Commencement Performance Plan and Induction Checklist during their first 3 months of work
- Ensure Educators complete the Annual Educators Performance Plan

Educators

- Within the first 3 months of starting work as an Educator complete the Educators Commencement Performance Plan and Induction Checklist
- Complete the Educator Performance Plan Annually
- Be actively involved in the review of the services Policies and Procedures
- Give feedback to the service regularly by providing input for the QIP/SAT, Program and Policy Reviews

Family Day Care Educators

- 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

LINKS TO:

- **Education & Care Services National Law**
- **Education & Care Services National Regulations**
168, 169, 170, 171, 172
- **National Quality Standards/Elements:**
7.1, 7.2, 7.3
- **Child Safe Standards:**
1, 2, 3,4, 5, 6,7, 8, 9,10

Families

- Fill in the Client Satisfaction Survey to enable the service to assess their current practices
- Provide both written and verbal feedback to the service as required
- Give feedback to the service by providing input for the QIP/SAT, Program and Policy Reviews

Continual Monitoring and Improvement

Continual improvement and monitoring will occur in the following ways:

- Incidental and planned consultation with families
- Approved Provider and Coordinators accessing current relevant information
- Approved Provider, Coordinators and Educators accessing current and relevant training
- Internal evaluation of incidences and the improvement of systems

SOURCES

- Education and Care Services National Regulations - December 2021
- Education and care Services National Law - January 2022
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations - October 2017
- Guide to the National Quality Standard - January 2020
- Implementing the Child Safe Standards: A Guide for Early Education and Outside School Hours Care Services, NSW Department of Education, 2021
- A Guide to the Child Safe Standards, NSW Office of the Children's Guardian, 2020
- ACECQA – FDC Approved Provider compliance responsibilities – October 2017
- Be You
- My Time Our Place: Framework for School Age Care in Australia
- Belonging, Being and Becoming – The Early Years Learning Framework for Australia
- ECA Code of Ethics
- United Nations Convention on the Rights of the Child

LINKS TO OTHER POLICIES:

- Governance & Management
- Philosophy