

Armidaile & District Family Day Care Quality Improvement Plan 2019/20

Standard/ Concept	Outcome / Goal sought	Priority	How to achieve	Success measure	By when	Progress notes
QA1	<p>Educators are supported to reflect more deeply on practice in this area</p> <p><i>This is a continuing goal from 2018</i></p> <p>Introduce formal use of NSWFDCA Induction Pack for prospective Educators without an ECEC background</p>	H	<p><i>Educational Leader</i></p> <ul style="list-style-type: none"> -specific program related home visits -monthly sharing of program samples with feedback provided -forums, mentoring -articles distributed via Facebook -encourage AFDC library use <p><i>Professional Development 2020</i></p> <ul style="list-style-type: none"> -Val Hume in depth look <p><i>At documentation</i></p> <p><i>Select QA I related modules for Educators without qualifications or background to study and complete workbooks.</i></p>	<p><i>Educators have a clearer understanding of their role with QA1</i></p> <ul style="list-style-type: none"> Making and recording observations Planning the environment Following up, extending learning <p><i>New inexperienced Educators will have some basic understanding of providing for children's learning needs and will feel more confident as they settle into their role and start to establish their service.</i></p>	<p><i>The end of 2020</i></p> <p><i>Ongoing</i></p>	

QA1	<p>Professional development planned around learning needs of 0-3 year olds.</p>	H	<p><i>Research options for course delivery through RTO's such as Gowrie, Semann and Slattery, PEAK, ECA.</i></p> <p><i>Add resources to the Service's library to support practice.</i></p> <p><i>Surveys, discussions during home visits and at Forums to share experiences, ask questions.</i></p>	<p><i>The learning needs of babies and toddlers are fully catered for in Educator's programs</i></p>	<p><i>By the end of 2020</i></p>	
QA2	<p>Look for potential nature play venues/sites to recommend for excursions</p> <p><i>This is an ongoing goal from the previous QIP</i></p> <p>Create visual resources to assist Educators conducting emergency evacuation and lockdown practice.</p>	M	<p><i>Survey Educators, families and other local ECEC services</i></p> <p><i>Visit recommended venues/sites to assess in terms of AFDC's Excursion Policy.</i></p> <p><i>Distribute information about suitable venues sites.</i></p>	<p><i>Children's sense of community and where they belong is expanded. They have the opportunity to play in natural environments which offer a unique range of learning experiences.</i></p>	<p><i>By the end of 2020</i></p>	
		H	<p><i>Look for illustrations that show the key steps in each practice that Educators can discuss with the children and display near their Evacuation diagram.</i></p>	<p><i>Children are aware of the reason for evacuation and lockdown practice and know what they need to do to be safe.</i></p>	<p><i>By the end of 2019</i></p>	

QA3	Develop a resource folder with sustainability tips for recycling, water use	<i>H</i>	<i>Research -internet, library, Facebook Family Day Care related pages, professional development notes. Survey Educators about current practices, questions related to sustainability.</i>	<i>Benefits environmentally and economically</i>	<i>By mid 2020 to establish Ongoing updates</i>	
	Connected goal- Look for local sustainability/ community sharing projects that Educators may want to include in their programs	<i>M</i>	<i>Research local sources of information- paper and other media, notice boards, Council website, charities.</i>	<i>Children become aware of conserving and sharing resources. Develops sense of community.</i>	<i>By end 2020</i>	
	Continue networking environment tour visits	<i>M</i>	<i>Ask Educators to volunteer to host tours. Organise convenient days and times. Provide transport to facilitate attendance.</i>	<i>Ideas shared for creating engaging playspaces. Stronger connections develop within the service.</i>	<i>By the end 2020</i>	

QA 4	Annual Self appraisal conducted separately to annual re-registration	<i>M</i>	<i>Self appraisal form sent or delivered to Educators 6 months after their Annual re-registration to encourage more in-depth evaluation of overall practice.</i>	<i>More attention to detail. Individual service goals identified.</i>	<i>Ongoing</i>	
	Seek interest in mentoring for new, inexperienced Educators.	<i>H</i>	<i>Approach experienced Educators to discuss this option. Discuss how this might happen and establish guidelines.</i>	<i>Shared experience assists new and inexperienced Educators to settle into their role. Creates connections within the service.</i>	<i>Ongoing</i>	
	Offer further Professional development to assist business operation, related to Harmony and business challenges	<i>M</i>	<i>Seek PD options that offer clear explanations about using the Harmony program. Plan a forum discussion/ training about dealing with challenges such as debt control.</i>	<i>Educators develop a better understanding of using the Harmony program and are able to solve problems that are within their ability to do so. Educators have the opportunity to look at avoiding some challenges they may experience.</i>	<i>By the end of 2020</i>	

	<p>Encourage access to the Be You website, completion of modules and use of resources</p> <p><i>Ongoing goals – To register relief educators To involve Educators families in the induction process</i></p>	H	<p><i>Remind Educators of this website and what it offers- at forums, in newsletters, home visits.</i></p>	<p><i>Educators use information and resources available via Be You to support their own and children’s wellbeing.</i></p>	<p><i>Throughout 2020</i></p>	
QA 5	<p>To look at our relationships with children in terms of their rights</p>	H	<p><i>Refer to ECA’s Code of Ethics. Incorporate a discussion about rights in related professional development (e.g. 0-3 year old’s learning) or Educator/Staff Forum. Include discussion in Induction session for Educators preparing for Registration.</i></p>	<p><i>Acknowledgement of children’s rights is reflected in relationships, daily practice and documentation (e.g. children’s voices included).</i></p>	<p><i>By the end of 2020</i></p>	
QA 6	<p>Review the current enrolment process</p>	H	<p><i>Staff will have a detailed discussion with all enrolling families about the Conditions of Contract.</i></p>	<p><i>Better awareness of family obligations, less need for time consuming staff intervention.</i></p>	<p><i>By end 2019</i></p>	

QA 6	Maintain community awareness of the services AFDC offers	<i>H</i>	<i>Aim to represent AFDC at all relevant community events. Aim to host the Pop Up Playspace during Family Day Care Week or Children’s Week. Continue to participate in FOCUS editions related to education and business enterprise.</i>	<i>Profile of AFDC as an Early Childhood Education and Care Service remains strong within the local community and we continue to attract families seeking Family Day Care and Out of Hours School/Vacation Care.</i>	<i>Throughout 2020</i>	
	Build stronger connections with enrolled families	<i>H</i>	<i>Maintain regular contact with all families through emails, newsletters and surveys. Invite their participation in service events, Educator’s programs (promoting the importance of early learning)</i>	<i>Families understand the role the Coordination Unit plays in supporting the care provided. They are more likely to contact us when they need to.</i>	<i>Ongoing</i>	
	Look at our ability to be an inclusive service	<i>H</i>	<i>Conduct audit annually as part of Strategic Inclusion Plan. Address any issues in policies and practices through research, information sharing and professional development. Review the service Reconciliation Action Plan regularly.</i>	<i>AFDC staff and Educators express inclusive values in their daily practice relating to all families and all children.</i>	<i>Annually</i>	

QA 7	Review and document administration and other processes to ensure consistency and efficiency.	<i>H</i>	<i>Identify key processes that all staff need to be confident with. Add steps to conducting these processes to the Staff Handbook for ready reference.</i>	<i>Enables more effective decision making and operation of the service. Contributes to a succession plan.</i>	<i>By end of 2020</i>	
	Seek additional Board membership	<i>H</i>	<i>Approach families using FDC and OSHC services. Approach community members with an interest or background in Children's Services.</i>	<i>Aim to achieve a broad representation of the community to assist decision making on behalf of the company.</i>	<i>By the end of 2020</i>	
	Look at ways to encourage team culture and participation	<i>H</i>	<i>Examine opportunities for Educators to be involved and share in decision making related to policy development, professional development choices, participation in community events and social events.</i>	<i>Improved partnership and positive connections.</i>	<i>Ongoing</i>	