



Australian Children's
Education & Care
Quality Authority

National Quality Standard

Quality Improvement Plan Peace of Mind Family Day Care



Service details

Service name		Service approval number	
Peace of Mind FDC		SE 00001947	
Primary contacts at service			
Kim Ash, Jay Schluter, Kerrie Bell.			
Physical location of service		Physical location contact details	
Street	2-6 Ryder Court	Telephone	3888 5558
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State/territory	QLD	Fax	
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Postal address (if different to physical location of service)			
Street		State/territory	
Suburb		Postcode	
Educational leader			
Name	Kerrie Bell		
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Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided. For centre-based services, this does not include non-contact hours for staff.

Describe the scheduled opening and closing times using a 24 hour clock (e.g. 07:30 to 18:00) rather than 'AM' and 'PM'.

Round times to the nearest quarter of an hour.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

Family day care services or multi-site services should list the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	08.30	08.30	08.30	08.30	08.30	NA	NA
Closing time	16.30	16.30	16.30	16.30	15.00		

Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit.

Provide additional information about your service—parking, school holiday dates, pupil-free days, etc.

The service is a FDC scheme office. It is open during school holidays and pupil free days. There is ample parking adjacent to the building off Ryder Court, in our private carpark. (Note, this carpark is shared with the POM Kindergarten and children may be in the area with parents). The Practice Mentor and office based team have flexible work hours, and also are often on the road in a work capacity. It is likely that not all of the team would be present at any one time for an unannounced visit. The best time to catch the majority of the team is on Tuesday morning when there is generally a staff meeting.

How are the children grouped at your service?

FDC groups are usually mixed ages which may also include children attending primary school. Individual services may choose to have only school aged children, or only under school aged children, if that is their preference.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. Cheryl Smith, Nominated Supervisor)

Jay Schluter, Nominated Supervisor.

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educators:

Service statement of philosophy

Peace of Mind Family Day Care Scheme Philosophy

“As a seed does not grow without air, water and soil; so a child is nurtured through relationships, environments and experiences.”

Early childhood is a critical period of contribution to an individual’s life perspective. Informed and intentional adults, working alongside children and families as equal contributors, can have far reaching impacts on the world of today and tomorrow.

Vision Statement

All children have the best start in life to create a better future for themselves and for the nation. (Belonging, Being, Becoming; pg 5)

Core Values

- **Secure, respectful and reciprocal relationships**

Open, responsive communication that endeavours to connect individual perspectives and desired outcomes is prioritized. Professional relationships are built on trust, accountability and reciprocal engagement.

- **Partnerships**

There is a commitment to the field of early childhood education; and the value of partnerships built on mutual understanding and shared vision is recognized. Guidance, collaboration and earned autonomy are viewed as intertwined and balanced. Individuals work together to ensure the intent of the NQF, The UN Declaration on the Rights of the Child and the ECA Code of Ethics are the visible foundation of daily practice.

- **High expectations and equity**

Each person is responsible, intentional and consistent in meeting all requirements. The scheme aims to support the educator’s capacity to deliver a professional service. Each service aims to positively represent home-based programs and the scheme identity.

- **Respect for diversity**

The complexity of situations, histories and values underpinning family and community life is understood. The scheme recognises the rich tapestry of possibilities available to children and families through the provision of informed, independent services.

- **Ongoing learning and reflective practice**

Awareness of roles and responsibilities is continually built through professional dialogue and participation in ongoing learning. The field of education is viewed as a commitment to personal and professional growth and individuals actively develop their capacity for reflective practice.

Service Quality Approaches

Quality Area 1 Strengths

Family Day Care (FDC) is a unique early childhood service that allows educators to cater for individual needs of children. Programs are catered for families and child needs and incorporate all aspects of the day, and routine times are seen as valuable learning opportunities. POM feels strongly about the importance of building partnerships and involving families and children in the planning of the program. This commences at the first point of contact where educators discuss with families and children about their interests, care needs and routines. Through meaningful observations of children's engagement in the program educators develop and extend their program to meet the needs of children and the community. Through all the above steps, vital information is collected from families about their child's current knowledge, strengths, ideas, culture, abilities and interests.

POM encourages educators to base their program from a deep understanding of each child in their service and the Approved Learning Frameworks. Our educators use EYLF and MTOP along with their professional educational philosophy statement to inform the educational program. Our educational program and practice policy encourages sharing the program and individual learning journeys with families. Our educators do this in a number of ways: displayed at the premise, private Facebook groups, Kinderloop, Kept Me, digitally emailing or texting families, verbal discussions and through recorded observations.

Educators with Peace of Mind Family Day Care (POM) have individual program documentation that makes visible the participation and strengths of each child. Educators are offered individual support to develop a program documentation method that meets legislative requirements and their own personal style of communication. We welcome and embrace educators to plan and document in a way that is meaningful to them, while meeting legislative requirements. Each educator's program documentation varies, including individualized diaries, journaling, and digital platforms such as Kinderloop or Kept Me. Reflecting on recorded data, educators assess the individual needs, strengths and interests and use this for future planning. Educators facilitate and extend each child's learning and development through thoughtful, purposeful, engaging programs and learning environments. We advocate for programs with stimulating learning environments that incorporate agency, nature-based play and experiences that are initiated by the child with minimal educator control and disruption. Through daily observations, and purposeful planning, educators respond to children's ideas and play, extending their learning and development. Educators consistently respond to children's needs and confidently make curriculum decisions throughout the day to ensure each child is participating in the program and with learning and development that is supported and planned for.

Critical reflection occurs on many levels. Educators facilitate reflection of their own program, practice and how their program supports each child's learning and development. POM also supports critical reflection as a team through practice mentor visits and group yarning circles. Through sharing information, discussion and research during yarning circles or visits educators are supported to critically reflect on all aspects of their program. POM strives to continually be reflective in their practice. Educators reflect on their practices and each child's learning and development within their program. Assessments for learning are completed by educators in various ways including observations, journaling and individual reflections relating to the program and learning outcomes (Assessments for Learning). Reflection as a Peace of Mind team occurs through regular meetings, a closed educator FB page, Yarning Circles, conferences and each month at visits with Mentors.

Quality Area 2 Strengths

Peace of Mind Family Day Care offers a unique childcare service that allows for small groups in relaxing homely environments. Our dedicated group of Educators are passionate about providing high quality care and education that meet each child's needs for wellbeing and comfort. Family day care educators offer, and often resembles, a 'home away from home' opportunity for the children in their care. We allow flexibility to meet and extend on family practices from home to each service. Through these practices educators support each child's individual needs, through providing flexible routines and programs. Educators strive to provide an environment that offers spaces where children can relax, freely move and relax in.

The health and wellbeing of children is maintained to a high standard by the scheme and detailed in comprehensive policy relating to wellbeing, comfort, health, illness, supervision, incidents, emergencies and child protection. Children's sleep is appropriately monitored by the educators. Educators follow safe sleep practices based on Red Nose guidelines. Illness and Injury procedures ensure each incident is assessed by a practice mentor to support educators to identify high risk areas, develop minimisation strategies and ensure timely notification when required.

High standards of hygiene practices are maintained at all times. Educator's practice and enforce hygiene, health and nutrition practices that are outlined as above and are also shared with their families. Through intentional programs hygiene is a life skill that is role modelled by our educators. Our policy guides educators and mentors in implementing effective practices and supporting every child in care in using these.

The scheme prides itself on the response and support provided for educators during the ongoing COVID pandemic. A strong focus on high health and hygiene practices, small group sizes, accurate and timely information and monitoring wellbeing ensured educators, families and children are informed and supported. Through these strategies educators are able to consistently provide care for children during lockdowns.

Peace of Mind has comprehensive medical procedures ensuring children's health and wellbeing is valued and children are protected. Information about each child's health and development needs are collected on enrolment, at interview or prior to commencement and are shared with mentors and educators. Necessary information is gathered and can include – enrolment form, medical BRA, action plans, court orders, cultural requirements, preferences etc. The scheme and educators pride themselves on building collaborative relationships with families and children. By doing this we can identify any health needs a child may have and work together to support them in a way that is meaningful and respectful on an individual level.

POM believes in the benefits of leading a healthy lifestyle which includes being outdoors and active. Children and families are supported to understand the benefits of nutritional and physical health through daily routines, programs and sharing of information. The importance of physical activity is valued right from induction, promoting access to outdoor play spaces and opportunities for physical activity. Activity is promoted through bush walks at CREEC, yoga in the park during playgroup sessions and individual educators programs such as bush kindy.

The safety of children is ensured in all aspects of practice at Peace of mind. Supervision and assessment of risk is expected in all aspects of program deliver to ensure the safety of children. Processes in relation to assessment of risk in relation to benefit for children is embedded at the service. Benefit Risk Assessments (BRAs) are conducted for emergency, all excursion, and any aspect of the educators premise that may pose a risk to children. Annual Child protection training is conducted at the scheme conference. Training is conducted by In Safe Hands and each year the next level of training is completed including legal and practical response to child abuse, building a protective environment for children and 2021 early intervention to child protection was delivered. POM staff and educators have access to, and understand, their requirement to follow the processes of completing required documentation and reporting; such as incident, Injury on Intake and Suspected Harm forms. In addition educators are provided with resources, webinars, any applicable updates and encouraged to share with families where applicable.

Quality Area 3 Strengths

3.1

Our FDC educators maintain the homeliness and family aspect of Family Day Care while managing risk to children.

A thorough premise safety check is completed by a director prior to starting, and annually by educators and mentors to ensure spaces are appropriate for each child. These are consistently monitored by educators and mentors during visits. POM educators are supported by mentors to be conscious of, and have on the forefront of their minds, that their facilities are appropriate for the operation of their service. Educators are required to engage in daily safety checks of their environments for every day they are operational.

Care is taken to ensure furniture and resources are both homely and age appropriate for the program provided. In addition, educators are supported to implement strategies that balance their family need for privacy while providing sufficient space for the children in care.

Space requirements not required in FDC but are considered during safety inspections by POM to ensure each child has adequate space. In addition to appropriate space POM considers how small spaces can be utilized effectively. During the March 2021 Educator Yarning Circle educators discussed strategies for small spaces while maintaining a livable home. These conversations are facilitated by POM and further supported through mentoring and information flyers developed by the scheme.

Educators are encouraged to consider environmental sustainability including recycling, solar power and incorporating respect for the environment into their program.

Induction and ongoing training is provided for educators on risk assessing, preventing infection and managing health and hygiene in their environments.

Educators complete Benefit Risk Assessments and/or Management Plans when risk assessing their environment. When doing this, educators are encouraged to include and capture both the children's and family's perspectives; valuing the input that children and/or families add. We believe this approach promotes children to become competent risk assessors themselves.


Educators are aware to remove any hazardous items that may need to be repaired, before bringing them back into the environment. Educators are encouraged to take pride and maintain the upkeep of their home at all times. Educator's environments are monitored on an ongoing basis in many ways; through visits, during annual premise safety inspections, sharing of quarterly assessments with the ESUL, through programming such as Kinderloop, Kept Me etc, and through any sharing of photos indirectly – via service Facebook pages.

3.2

Spaces are thoughtfully designed to be welcoming, homely and inviting for families and children while meeting the needs, interests and development of the various aged children in care. Educators provide creative spaces that allow complex play from school aged children, while catering for the needs of young babies in the same space. This creative play space design encourages and supports children of various ages to interact and build relationships. Resources that are visible and accessible promote safe exploration, learning through play and interaction with the environment for children of all ages.

Spaces allow for play and leisure for children with natural and built play spaces that provide space for physically active play and restful relaxing experiences.

Environments are flexible to provide unique learning opportunities. E.g. Carmen's bush kindy, Sylvia's intentional work with small space play; Hayley's swimming with children, Jade's small farm animals.



POM encourages our educators to operate a flowing indoor/outdoor program, spending a great deal of time outdoors. This may be both at their registered premise as well as within their wider community. This practice is based on research of the benefits that outdoor environments provide children that can complement to the time spent indoors. POM believes in the need to teach our children to connect with and respect nature.

POM strongly believes that children learn through play which we support our educators to practice and have underpinning in their philosophies. We view children as competent individuals, who are the best in guiding where their play and ultimately learning, should lead them to.

POM believes, and has a strong focus on, natural materials for children, which can be offered as loose parts. Research supports the benefits of natural resources over manmade, as well as children's imaginations are ignited with open ended loose parts play. POM believe in quality time for children to just be, engage in play in an unhurried manner.

Our policies reference that POM FDC values a program with indoor/outdoor access for children as a best practice and are constantly working with each educator towards this goal. We acknowledge that every educator is at a different stage on their individual journey. It is important for mentors to respect where educators are at with this. Some educators face practical challenges in offering the flexibility to operate a flowing indoor/outdoor program given that their design of house may not support this well, however we work with educators to offer this in the best way that they can.

Resources are open ended and POM believes in the use of affordable loose parts play and being sustainable. When opportunities present, the service collects and distributes loose parts materials, as well as a resource swap scheme. Another testament to our work towards sustainable practices is our transition to going digital.

Quality Area 4 Strengths

POM values and operates with individual educator support, delivering a shared vision and offering collaborative professional learning opportunities.

The scheme ratio for Mentor to Educator is high. The scheme directors continue to choose a business model that values quality work and relationships over reducing expenses.

Qualified and experienced educators are supported by practice mentors (including an educational leader) to develop warm, respectful relationships with children and peers.

Individual support for each educator is determined by their support plan. The support plan details goals, PD, years of experience, agency and support required.

Support and collaborative opportunities to learn from each other and recognize each other strengths and skills are valued and routinely provided. We offer support to educators in a number of ways, some of which are – Monthly Yarning Circles, twice yearly full day POM Conferences, mid year half day training session, In Office Training, Educator Kit Training, sharing or providing access to resources and training opportunities, one on one training support and visits.

Contact with educators includes a team focus in addition to each educators individual goals and focus (demonstrated in the support plan and follow up log).

Staff development continues to occur during weekly team meetings, and practice mentor unit meetings, to ensure shared vision and consistent support for educators.

Educators are provided with support through regular visits, QA1 formal training and ongoing support and monitoring, yarning circles and conferences, assessment for learning feedback 3 monthly, feedback from quarterly assessments, zoom meetings, phone calls, and one on one training, as well as support in office where necessary.

POM has a closed FB group for our educators, this provides a social networking opportunity for every educator to share, ask, and be involved in discussions about ECEC topics.

Conferences allow opportunities for peer collaboration, networking and professional development. Our twice per year conferences include 6 PD sessions for educators, facilitated by outsourced experts, a two hour half day conference mid year, and 10 informal yarning circles a year.

Long term educators and mentors demonstrate consistency for children, as well as evidencing a belief of, and delivery in, reciprocal and respectful partnerships.

The Family Day Care model of sustained, intimate relationships in a predictable environment supports children's active engagement in the learning program. FDC ensures consistent educator interactions for each child with one person responsible at the service.

The POM team encourages a collaborative and ethical culture where the philosophy and best practice guide, and legislation, guide all aspects of practice and is critical to a quality service.

Educators can access approved learning frameworks legislation, and policy, through POM supplied copies, saved on computers or devices, and provided in the business kit supplied USB at induction.

POM employs a dedicated administrator to maintain educator, occupant and staff records. Rosters and records demonstrate the service is exceeding coordinator requirements including qualifications.

Quality Area 5 Strengths

Guided by the philosophy, interactions with children are respectful and reciprocal. Educators and staff value the importance of building and maintaining respectful relationships. Educators practices demonstrate the importance of developing responsive, warm, trusting and respectful relationships with children that promote their wellbeing, self-esteem, sense of security and belonging. Small groups with one responsible educator support meaningful interactions and relationships. Educators are afforded plenty of opportunity for quality interactions and deep relationships to be developed and cherished between the children and their families. Educators collaborate with families to transition children into care making them feel safe secure and supported.

Practice mentors develop relationships with children during visits, sharing experiences and engaging in sustained conversation. Educators support these relationships through planned and spontaneous experiences. For example; one educator shares photos of mentors with children to support a positive mentor visit. Another educator has observed that children like to build with Lego during visits from the mentor so plans to ensure this is available for future visits. Children often show excitement for the mentor to visit and share their program and recent experiences since the last visit.

Peace of Mind FDC believe the image of child as confident and competent individuals, that are an important and valued member of our immediate and wider community. We honor that all children have a right to feel safe and secure, to have their dignity and rights met and in doing so, provides an invaluable foundation for children to flourish, feel supported and reach their potential. We have an expectation that all educators believe and view children in the same way. The Dignity and Rights of the Child are discussed during induction and remain considered in all aspects of the service. For example these perspectives form part of the consideration during educator induction when discussing rest, toileting, bathing, nappy change, program and interactions to name a few. Spaces show respect by reflecting the children and families in care.

POM expects educators to consistently demonstrate acceptable social behavior, open communication, acceptance, encouragement and positive support. Our educators demonstrate and support children's independence and increased autonomy, by allowing children time and space to grow and learn. Small groups with individual programs supporting each child creates an environment where there is limited conflict between children. When support for behaviour is required, this is done through mutual, positive interactions, learning opportunities and redirection. We encourage educators to support children through difficult times when necessary, while recognizing children have the ability to resolve conflict often without interference from adults.

Educators embrace the Principles, Practices and Outcomes described in the learning frameworks, and view each child as capable and competent, with a right to a voice and able to contribute to decisions that affect them. In small groups and family environments educators can give priority to nurturing relationships and providing children with consistent emotional support, and assisting children to develop the skills and understandings they need to interact positively with others. Educators (and other adult occupants) respond to all children (including their own children) in a fair and consistent manner.

Educators implement programs that support children to collaborate with their peers and supports self-regulation. Their practices support children's social competence and ability to form quality relationships through stimulating and balanced programs and environments. Educator's practices and programs provide opportunities for children to collaborate with peers, work through differences and to develop a sense of belonging. Collaborative learning naturally occurs very easily in a multiage family day care environment. Family day care offer opportunities for children to engage with children of different ages in a small, homely environment. This provides for children to mentor and support each other in family groupings – it also means that siblings can be together.

Quality Area 6 Strengths

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Facebook for public – families are invited to ‘like’ and follow Peace of Mind’s Facebook page which provides information on local events, support services for families, etc. Policy input from families is shared through educators and the scheme team encourages and requests feedback. Parents receive an email from the Scheme confirming enrolment of their child. Practice Mentors are aware of a new child starting care and check in with the educator to see how the settling process is going. POM arranges for the same PMs to visit, so that the children become comfortable with POM staff through regular contact and interactions. Families are given information on the Scheme at interview, including a Family Handbook detailing contact numbers, invitations for input, etc. POM supports educators to be involved in Playgroups with other POM Educators, thus allowing children the opportunity to become familiar with other educators and children, should the need for relief care arise.

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Educators are trained on conducting interviews where they discuss their philosophy and services provided, while gathering information regarding culture, values and beliefs. Educators reflect on how their program reflects the families in care. Ongoing educators ensure families are respected and share in decision-making about their child’s learning and wellbeing. Educators share information about each child’s program and progress and implement ideas and suggestions from families. POM realizes the importance of connecting and sharing with families when implementing a meaningful program. Educators are encouraged to develop a program that reflects their unique geographical location, their culture and community and the culture of the families they have in care. Educators do this through reflection and research into their local community, deep understanding of their own culture and educational philosophy and the families they have in care. POM supports this by sharing policy and the parent handbook - through our educators, or on our website, upon enrolment, and with information sent through Harmony.

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Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing. Flyers gather by the office are given to educators at conferences. Other examples of information sharing include our Handbook, website, Facebook, emails. E.g. covid updates. POM conference sessions may include speakers that are from local community, that offer services educators can share with families eg. Dr Bob Jacobs, Kids Dig Food, Meal Planning Your Way.

Yarning Circles, open conversations, and conferences facilitate and encourage discussion between all to critically reflect on practices and philosophy. Yarning circles provide opportunities to inform educators of services in the local community, so they are aware of them to inform families. Support for families start before enrolled. E.g. refer to other services that may be able to help; ensure aware of CCS and enrolment process etc

621

Educators may visit the schools the children will go to build familiarity and confidence and support an easier transition. Educators continue to work with families that may choose a recognized sessional Kindergarten program to support transitioning to school. Information flyer for parents on Prep readiness developed 2019. FDC offers consistent space, educators, and routines. Daily transitions are smooth and predictable for children and meet children’s individual needs. Mixed aged groups means that young children in a FDC setting often have relationships and experiences with school aged children. Planned transition into care with educators developing support plan for children in consultation with families (e.g. visit days, shorter days and comfort items).

**622**

Small groups allow for each child to participate in the program.

Additional funding and support are available if required and the scheme supports and assists in the application process to access funding.

Flexible work hours allow for family respite care (e.g. overnight care).

Some educators have therapists come to the house, and or implement specialist support plans. E.g. speech therapists.

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Educators access their local community and create links including spaces like CREEC, Libraries and local parks. FDC educators often integrate regular excursions in their programs and children are able to experience belonging in a community on a recurring and familiar basis. The scheme supports educator involvement in the community by hosting social events and group excursions.

Quality Area 7 Strengths

Peace of Mind FDC is a team of highly experienced and passionate professionals. We are committed to operating a high-quality service which develops and supports each educator's capacity to deliver best practice and quality outcomes for children and their families. To achieve this, we have developed a philosophy that guides the operation of our service. The Peace of Mind philosophy was developed by the scheme and confirms our commitment to the manner in which we work with educators. The schemes core values detail how we work with educators and families as a mentor and scheme. The scheme vision, "*all children have the best start in life to create a better future for themselves and for the nation*", guides educators in the creation of their own education philosophy. This approach has empowered our educators to have their own educational philosophy that reflects their service and ensures it guides all aspects of their work with children.


Comprehensive registration and induction processes for new educators and existing educators ensures all educators are aware of their roles and responsibilities. The process, that is continually developing and improving, ensures educators are aware their responsibilities and obligations under POM policy as well as the National Quality Framework. The induction is detailed and includes a comprehensive information kit and multiple training sessions provided by scheme staff and is catered to the needs and experience of the educator. This process supports the educator to be prepared for their role and builds trusting relationships with the scheme prior to starting. During the probation period frequent visits are conducted with a list of topics to revisit and observe in practice. This supports all learning styles and ensures that the educator is comfortable and aware of their role and responsibilities. In order to ensure existing educators are aware of their ongoing responsibilities, information regarding the National Quality Framework, policy and government financial obligations (e.g. CCS, COVID and JobKeeper) are shared weekly in the 'Friday News', as well as monthly visits and Yarning circle topics.

Induction and ongoing processes ensure all educators, occupants and regular visitors are fit to be with children. The process includes a compliance notice for all perspective educators, an adult occupant survey annually, comprehensive Blue Card procedures and records, visitor records and monitoring, in addition to a fit and proper survey as part of registration and annual re-registration process. The details in the fit and proper survey are discussed with the educator and added to the Educator Support Plan record.

The educator support model has been restructured to ensure an holistic support model for educators. During self-assessment and an independent consultant review in 2019, the scheme identified that each educator could be better support by separating mentor roles. In addition to the Practice Mentors (who focus on education and care responsibilities) a new role was created to focus on business practices. This support model ensures all educators are aware of, and are supported in, their roles and responsibilities as a Family Day Care Educator.

Well documented comprehensive policy ensure that our service is managed effectively and has undertaken all requirements of the National Quality Framework. A complete overhaul of policy occurred in 2018 where the document was arranged into seven sections correlating with the National Quality Standards. This familiar terminology supports educator's knowledge of the standards, and legal requirements, in addition to scheme policy. Policies are regularly reviewed with the scheme and educators, with families invited to contribute to the process.

The scheme has effective management systems supported by dedicated administration officer and scheme staff. The administration systems and procedures ensure compliance through a re-registration process, tracking licensing and documents on google calendar, ensuring CCS compliance using Harmony and maintaining registers. Storage and archiving of records is digital with QNAP as well as a cloud and manual backup. Paper documents are scanned and archived (originals are kept as per requirements in secure room). The scheme has transitioned to digital processes to ensure effective management systems and sustainable practices. All documents are digital, we are in the process of online enrolment, mentors access documents remotely on visits and educators have access to our digital network system (QNAP). Each educator has a password protected folder to share forms and paperwork with the scheme. Incidents and complaints management systems are in place to ensure thorough and fair investigations. Supported by the Complaint and Investigation form, the team investigate and make decisions based on compliance and risk assessments.



There is a culture of ongoing learning, development, and continuous improvement at the service. Discussions are valued by all team members of the unit, which ensures a collaborative team approach to reach common goals. We draw from and value the varied experience, knowledge, values and viewpoints that everyone offers. Developing areas to improve is a collaborative process with educators sharing in decision making about the service identity and decisions. Exemplified during yarning circle meetings, visits, requested input and an independent consultant review of services in 2019. Self-assessment and reflection is also undertaken during weekly team meetings, and annually, by the scheme at planning days. Planning days include a review and reflection on the previous year, plan the following year, review of policy, review of philosophy, update of forms and procedures, set annual goals and arrange the educator reregistration process. We believe in focusing on a few achievable goals at a time for our improvement plans which is then worked on over a period of time and documented accordingly. In addition educators are supported to reflect on their practices and implement quality improvement. Mentors support educators continuous improvement through monthly visits relating to the National Quality Standards to support understanding and implementation, yarning circles, regular newsletters, twice annual professional development conferences and mentor visits and other contact. Some educators record their improvement plan and have maintain their own QIP while others use reflective practice to demonstrate reflection and improvement.

Peace of Mind has an Educational Leader who, in collaboration with the Mentors, support educators to develop and strengthen their professional goals and practice. We provide and engage ourselves in a range of professional development opportunities including twice annual scheme conferences, monthly yarning circles and offering online PD. We also provide weekly newsletter and resources to educators by email to support them in all aspects of their practices. A new record has been developed that supports mentors to record when practices are observed. The Practice Record is maintained for each educator and records, over time, when practice is observed for each quality area. This supports the mentors to identify areas for improvement and areas of strengths.

The Educational Leader leads the development and implementation of the program and assessment planning cycle by working directly with educators and empowering practice mentors to offer support. Educators are supported to develop a deep understanding of the requirements for program and practice through training, visits and feedback on assessments for learning. In addition to observing program and practice at visits, Educators submit assessments for learning the office every three to 6 months. These are reviewed by the educational leader and the support plan updated and feedback sent to the educator where required. All of these strategies are implemented to support educators to truly understand what they need to document and why. In this way they can develop their own individual way to document their program that is meaningful to them.

Through all of the detailed strategies Peace of Mind is passionate about supporting the development of professionals. Our support models ensures a collaborative team approach to working with educators. Educator support plans details educator goals, professional development and areas the scheme is supporting the educator with. Yarning circles, mentor visits, playgroups, induction training and conferences provide opportunity for peer mentoring, networking and professional development. Friday news and Facebook provide opportunities for information sharing and gathering feedback.