**THIS IS AN EXAMPLE. COMPLETE YOUR QIP TEMPLATE LIKE THIS USING YOUR OWN STRENGTHS AND IMPROVEMENTS.**

**This example uses Exceeding Indicators. You can use same technique using Meeting Indicators for a Meeting rating if you wish.**

Week 23, 31 July to 4 August 2023 - QIP Suggestions - complete and copy this into your QIP

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| **Element 7.1.1** | **Service philosophy and purpose** A statement of philosophy guides all aspects of the service’s operations. |
| **Strengths** | **MEETING Educators Guided by the Service Philosophy:** Educators at our centre are guided by the Service Philosophy in various ways. For example, one of the core values of our philosophy is fostering a child-centred approach to learning. In practice, this means that educators actively observe and assess each child's interests, strengths, and learning styles. An example of this in action is when an educator notices that a particular child shows a keen interest in animals. To support this interest, the educator incorporates animal-themed books, toys, and activities into the child's learning experiences, creating a more personalised and engaging curriculum.  **Service Policies and Procedures Reflecting the Philosophy:** Our Service policies and procedures are designed to align with the values and statements outlined in the Philosophy. For instance, the Philosophy emphasises the importance of inclusivity and ensuring that all children feel welcome and valued. To reflect this value, our enrolment policy emphasises diversity and prohibits discrimination based on race, religion, or ability. Additionally, our behaviour management policy focuses on positive and respectful approaches, ensuring that interactions with children promote a sense of belonging and emotional well-being.  **Relationships and Interactions with Children Supporting the Philosophy:**  Our educators prioritise building positive and nurturing relationships with each child, which is a key aspect of the Service Philosophy. An example of this in practice is during morning greetings when educators take the time to warmly welcome each child, offering a smile, a hug, or a friendly conversation. This daily interaction sets a positive tone for the child's day, fostering a sense of security and trust, which are central values in our Philosophy.  **EXCEEDING**  **Embedded practice -** We regularly contribute to reviews of our Philosophy. This occurs through annual reviews, incident and complaint reviews, and reviews of other issues. We recently made additions to our Philosophy and changed the order of our core values. After conducting extensive research into babies and groups, we added a shared- agency approach, Group Theory, and identified work group mentality.  **Critical Reflection -**After reflecting critically on the way our Philosophy aligned with service practices, priorities, and purpose, we changed it. We reordered our core values that sit below the Philosophy and make up the actions of our Philosophy. The change was made to acknowledge that the current group of educators are different to those at the service when the Philosophy was first written. Our priorities are different now because of the new personnel.  **Families and community -**We encourage families to provide feedback and contribute to reviews of our Philosophy. We have provided examples of feedback and changes to our Philosophy. However, more importantly, we use our Philosophy with parents when their values and expectations don’t align with ours and this helps them make a better decision about whether or not to use our centre. This starts with tours and our celebration of risky, easy play.  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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| **Element 7.1.1** | **Service philosophy and purpose** A statement of philosophy guides all aspects of the service’s operations. |

Improvement plan (identified through assessment against NQS indicators)

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| **Standard/ element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 7.1.1  Week 23  Date: 31/7/23 | The current service philosophy is not clearly reflected in all aspects of the service's operations. | To ensure that the service philosophy guides all aspects of the service's operations, leading to a cohesive and purposeful learning environment. |  | **Review and Assess:** Evaluate the current service philosophy to find improvements.  **Involve Everyone:** Engage educators, management, and families in discussions and workshops to gather their thoughts on the service philosophy and how to put it into practice.  **Action Plan:** Create a clear action plan based on the feedback received. It should include specific steps and strategies to align all aspects of the service with the philosophy.  **Professional Development:** Organise training sessions for educators to help them understand the philosophy better and use it effectively in their work.  **Communication:** Develop a plan to share the revised service philosophy with families, staff, and the broader community in a clear and effective way. | Educators demonstrate a clear understanding of the service philosophy and incorporate it into their daily practices. The service policies and procedures reflect the values and principles outlined in the philosophy. |  |  |
| 7.1.1  Week 23  Date: 31/7/23  **Exceeding Embedded** | Limited regular contributions from educators and staff to reviews of our philosophy. | To encourage active and regular participation from educators and staff in the review process of our service philosophy, ensuring it remains relevant and guides all aspects of our operations effectively. |  | 100% of educators and staff actively participate in the regular review of the service philosophy, providing feedback and suggestions for improvement. | *Educators and staff regularly contribute to reviews of our philosophy. These include:*   * annual reviews * reviews when there’s an incident, complaint, or other issue.   Changes could be related to:   * length (too long) * structure (bullet points easier to read) * content (critical reflection)   + too waffly   + elements missing such as inclusive practices, respect for diversity, connecting with community, respecting family expertise, caring for environment   + elements included that no longer represent the service. |  |  |
| 7.1.1  Week 23  Date: 31/7/23  **Exceeding Critical reflection** | After reflecting critically on the way our philosophy aligned with service practices, priorities, and purpose, we found that it needed some changes to better guide all aspects of our operations. | We aim to update and refine our service philosophy to ensure it aligns closely with our service practices, priorities, and purpose. |  | **Critical Reflection:** Review how our current philosophy aligns with our practices, priorities, and purpose.  **Identify Areas for Improvement:** Find specific areas that need updating to better guide our daily practices and mission.  **Collaborative Redesign:** Work together in workshops or meetings to redesign the philosophy, involving educators, management, and team members.  **Feedback and Consensus:** Gather feedback from everyone to ensure the revised philosophy is agreed upon and aligns with our goals.  **Communication and Implementation:** Share the updated philosophy with staff, families, and the community. Put it into action in all aspects of our centre. | *After reflecting critically on the way our philosophy aligned with service practices, priorities, and purpose, we changed it in the following ways:*   * Conducted a critical reflection on how our philosophy aligned with service practices, priorities, and purpose. * Identified areas for improvement based on the reflection process. * Collaboratively redesigned the philosophy through workshops and meetings involving educators, management, and team members. * Sought feedback from all stakeholders to ensure the revised philosophy resonates with everyone and achieves consensus on its guiding principles. * Communicated the updated philosophy to all staff, families, and the broader community to ensure clarity and understanding. * Implemented the revised philosophy across all aspects of our centre’s operations. |  |  |
| 7.1.1  Week 23  Date: 31/7/23  **Exceeding  Families and community** | Limited engagement of families or community members in providing feedback and contributing to reviews of our philosophy. | We aim to actively involve families and community members in the review process of our service philosophy, encouraging their valuable feedback and contributions. |  | **Implement effective communication** strategies to inform families and community members about the importance of their input in shaping our service philosophy.  **Create anonymous surveys** or questionnaires to gather feedback from families and community members regarding our philosophy.  **Organise regular family meetings** to provide opportunities for open discussions and suggestions related to the service philosophy.  **Hold workshops or focus groups** with families and community members to seek their insights on specific aspects of our philosophy.  **Establish online platforms** or forums for families to conveniently share their feedback and ideas about our philosophy. | *We encourage families or community members to provide feedback and contribute to reviews of our philosophy. For example:*   * through questionnaires/emails/committees * providing examples of feedback and changes. |  |  |

**Summary of Exceeding Themes Standard 7.1 Governance and Leadership**

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 7.1.1 we have identified the following exceeding theme indicators:   * *Educators and staff regularly contribute to reviews of our philosophy.* |
| 2. Practice is informed by critical reflection | In the strength example for element 7.1.1 we have identified the following exceeding theme indicators:   * *Reflecting critically on the way our philosophy aligned with service practices, priorities, and purpose, we changed it and examples are documented in the above strength section.* |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 7.1.1 we have identified the following exceeding theme indicators:   * *We encourage families or community members to provide feedback and contribute to reviews of our philosophy.* |