**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 25, 14 to 18 August 2023 - QIP Suggestions - complete and copy this into your QIP

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| **Element 7.1.3** | **Roles and responsibilities** *Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.* |
| **Strengths** | **MEETINGReferring a Parent to a Policy/Procedure:** A parent expressed concerns about why their child was not allowed to bring certain toys from home for indoor play. I referred the parent to our "Personal Belongings Policy," explaining that the policy ensures the safety of all children and maintains a conducive learning environment. I highlighted the section that addresses toy restrictions and emphasised that it was a practice aimed at preventing conflicts and safeguarding the well-being of all children.**Noticing Unsafe Conditions:** During outdoor play, I noticed a loose railing on the playground's staircase, which posed a potential safety hazard. I immediately reported the issue to the management and documented it in the incident report book. I ensured the area was cordoned off to prevent children from accessing it until repairs were made. I communicated with the maintenance team and followed up to ensure the railing was fixed promptly.**Referring to National Law, Regs, or NQS:** There was uncertainty about whether certain dietary restrictions needed to be followed for a child with allergies during a special event, especially when the father tells us his child doesn’t have dietary restrictions, it’s the mother’s opinion. I referred to the relevant sections of the National Law and Regulations that talk about the health and safety of children. I also consulted the service's Food and Nutrition Policy and the regs and NQS. I ensured that the child's specific needs were met while adhering to the regulatory guidelines and the mothers request that was supported by a doctor’s medical management plan for the child.**EXCEEDING****Embedded practice -** Our Philosophy, core values and reporting structure help all staff understand their roles and responsibilities. For example, we have only one direct report – educators to room leaders, room leaders to Nom Sup. We have regular meetings with educators on Mondays and discuss our core values and Philosophy. The Nom Sup writes the core values into action descriptions and scenarios and uses them with educators to assist in practice adjustment to meet our Philosophy.**Critical Reflection -**We reflect on service roles and responsibilities, and this improves practice and strengthens continuous improvement. The Ed Leader’s role was changed to a full-time position to better support all educators through demonstration and coaching. He needs to ensure educators are open to new ideas and positive criticism, and it has taken time to build trusting relationships. This has extended to ensure the effectiveness of room leaders to make their rooms run smoothly.**Families and community -**We assist families in comprehending the roles of educators, staff, and managers. This guidance is crucial when a child has additional needs, engages in harmful behaviour, or faces mental health challenges. Likewise, we extend our support when families seek emotional assistance due to illness, feel uncertain about their child's developmental progress, or encounter child protection concerns.**Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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| **Element 7.1.3** | **Roles and responsibilities** *Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.* |

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** |
| 7.1.3Week 25Date: 14/8/23 | Educators and staff not consistently referring parents to relevant policies/procedures | Ensure educators and staff consistently refer parents to relevant policies/procedures to support their actions |  | 1. Review and compile all relevant policies/procedures. 2. Develop an easy-to-follow reference guide for educators and staff. 3. Conduct training sessions to educate educators and staff on the importance of policy/procedure referral. 4. Establish a practice of providing parents with clear explanations and written references to policies/procedures. | *Educators and staff refer parents to relevant policies/procedures to support their actions. For example:** Sleep and Rest Policy – safe sleeping and sleep duration
* Infectious Diseases Policy – exclusion
* Educator and Management Policy – Code of Conduct (parents)
* delivery and collection of children – who can pick up
* acceptance and refusal of authorisations – verbal vs written authorisations
* administration of Authorised Medication Policy – yes or no to Panadol
* Grievance Policy – complaints
* Head Lice Policy
* Medical Conditions Policy – medical plans
* Relationships with Children Policy – behaviour guidance
* Photography Policy
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| 7.1.3Week 25Date: 14/8/23**Exceeding Embedded** | Staff not fully understanding their roles and responsibilities based on our philosophy, core values, and reporting structure | Ensure that our philosophy, core values, and reporting structure help all staff understand their roles and responsibilities clearly |  | 1. Review and update our service's philosophy and core values to clearly reflect our approach to roles and responsibilities. 2. Develop a communication plan to share these updates with all staff members. 3. Implement regular training sessions to explain how our philosophy, core values, and reporting structure guide their roles. 4. Establish open forums for staff to ask questions and discuss their understanding. | *Our philosophy, core values, and reporting structure help all staff understand their roles and responsibilities. For example:** we have only one direct report/manager
* we conduct regular meetings between room/group leaders and NS, NS and EL, EL and educators
* our values/philosophy promote:
	+ continuous improvement
	+ high-quality learning outcomes
	+ protecting children from harm
	+ positive relationships between staff, children, families, and community

professional standards. |  |  |
| 7.1.3Week 25Date: 14/8/23**Exceeding Critical reflection** | Limited reflection on service roles and responsibilities impacting practice and improvement | Facilitate regular reflection by educators on their roles and responsibilities to drive better practice and continuous improvement |  | 1. Educate educators on the importance of reflective practice and its impact on service quality. 2. Incorporate reflection time into weekly team meetings or professional development sessions. 3. Provide guidance on what aspects of roles and responsibilities to focus on during reflection. 4. Encourage educators to share insights and improvements based on their reflections. | *Educators reflect on service roles and responsibilities and this improves practice and strengthens continuous improvement. For example,* reflections about:* owners on the floor following relevant roles and taking responsibility
* the role of the EL in supporting all educators (open to new ideas, positive criticism, coaching)
* EL supports (such as for assistant ELs)
* the difference between NS role and person in day-to-day charge (NS has more responsibilities under national law/regs – when present they should be the “responsible person”
* whether the team is functioning effectively (why/why not)
* the flow of communication/information between educators and admin manager/NS
* the interaction of ECTs with other roles
* the effectiveness of room/group leaders (is room/group in chaos or running smoothly?)
* who’s responsible for making community connections
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| 7.1.3Week 25Date: 14/8/23**Exceeding Families and community** | Educators not effectively helping families access information or resources for parenting and family wellbeing | Improve educators' support for families by providing information and resources about parenting and family wellbeing |  | 1. Develop a clear communication plan to inform families about our role in providing information and resources. 2. Provide training for educators on available resources and strategies for engaging with families. 3. Implement regular communication channels (newsletters, workshops, one-on-one sessions) to share relevant information. 4. Encourage educators to actively discuss and address families' questions and needs related to parenting and family wellbeing. | *Educators help families understand their role includes supporting families to access information or resources about parenting and family wellbeing. For example,*cases where:* a child has additional needs
* a child is biting other children
* a child has mental or physical health issues
* a family needs financial/emotional support (bushfire, flood, death in family)
* a family is unsure if a child is meeting developmental milestones
* a family is from a diverse cultural background
* the family are refugees
* there are child protection issues (domestic violence)
* support is provided about healthy eating and lifestyles
* support is provided around safe-sleeping practices, colic, unsettled babies, teething, dental care, smoking with children in cars, toilet training, childhood illnesses, car restraints.
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**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 7.1.3 we have identified the following exceeding theme indicators:* *Our philosophy, core values, and reporting structure help all staff understand their roles and responsibilities.*
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| 2. Practice is informed by critical reflection | In the strength example for element 7.1.3 we have identified the following exceeding theme indicators: * *Educators reflect on service roles and responsibilities and this improves practice and strengthens continuous improvement.*
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| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 7.1.3 we have identified the following exceeding theme indicators:* *We support families to understand the roles and responsibilities of educators, staff and managers.*
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