**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 26 21 to 25 August 2023 - QIP Suggestions - complete and copy this into your QIP

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| **Element 2.2.1** | **Supervision** At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. |
| **Strengths** | **MEETING**  Educators' supervision procedures contribute to children's safety: **Establishing Supervision Plans:** Educators develop comprehensive supervision plans that outline the specific areas, activities, and routines where supervision is required. These plans ensure that children are adequately supervised at all times and help educators stay organized and attentive to their responsibilities.  **Maintaining Active and Visible Supervision:** Educators actively and visibly supervise children to monitor their actions, interactions, and movements. This includes maintaining a physical presence, engaging in conversations with children, and being attentive to their needs and behaviours.  **Assessing and Adjusting Supervision Levels:** Educators assess the environment, activities, and the needs of individual children to determine appropriate supervision levels. They recognize that certain activities or environments may require increased supervision to ensure children's safety. For example, during water play or outdoor excursions, educators may increase supervision levels due to the inherent risks involved.  **Implementing Group Management Strategies:** Educators use effective group management strategies to ensure that children are supervised within a group setting. This may include organizing children into smaller groups, assigning specific roles to educators, and maintaining clear lines of sight and communication within the group.  **Collaborating with Families and Stakeholders:** Educators work collaboratively with families and other stakeholders to ensure consistent and coordinated supervision. They exchange information about children's individual needs, discuss any safety concerns, and seek input from families to enhance supervision practices.  **Example of an Activity Promoting Children's Safety  or Health:** During mealtime, educators incorporate learning experiences that promote children's safety and health. For example, they discuss the importance of handwashing before and after meals, demonstrate proper handwashing techniques, and encourage children to practice hand hygiene. Educators also discuss safe eating habits, such as sitting at the table and chewing food thoroughly, to prevent choking incidents.  **EXCEEDING**  **Embedded practice -** We are attuned to each child’s needs and ensure their safety at all times. Our child protection perspective seeks indicators of abuse and neglect. Our excursion/transport procedures ensure visitors are never alone with the children and that our educators consider each child and each group of children. Our lesson plans mark locations in the outdoor area. We teach children to identify and notify educators when things are unsafe.  **Critical Reflection -**Educators consistently adjust supervision procedures/arrangements when required. This includes being aware of changes in children’s ages, group sizes, activities, and location. For example, when we start excursions in the younger rooms, we split the groups in two until the children and educators are confident. Effective outdoor supervision includes keeping activities at a safe distance from each other.  **Families and community –**Our supervision arrangements and “reasonable precautions” consider the service’s unique location and changes to that environment. We have hard-to-see outdoor spaces to promote groups and belonging but our supervision and activity plans ensure safety. We use CCTV, and adjust supervision for behaviour concerns such as biting. We reinforce safety rules before excursions depart including those relating to passing traffic, car parks, and bees. We monitor drop-off/pick-up areas for AVO issues.  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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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** |
| 2.2.1  Week 26  Date: 21/8/23 | Inconsistent supervision leading to potential harm and hazard for children. | Consistently protect children from harm and hazards through effective supervision. |  | Review policies.  Provide staff training.  Assess staff-to-child ratios.  Improve communication.  Establish monitoring system.  Involve parents. | *Educators’ supervision procedures/arrangements ensure children are protected from harm and hazards. These include:*   * supervision plans * excursion/transport procedures * never leaving children alone with visitors * never leaving children in locked areas with one staff member.   Our adequate supervision considers:   * number, age, ability and individual needs of children * number and positioning of educators * each child’s current activity * areas where children are playing, in particular the visibility and accessibility * risks in environment and of experiences provided to children * educators’ knowledge of each child and each group of children * experience, knowledge, and skill of each educator. |  |  |
| 2.2.1  Week 26  Date: 21/8/23 **Exceeding  Embedded** | Inadequate attunement to individual child needs and safety concerns. | Educators consistently prioritize child safety and meet their individual needs. |  | Provide training on child development and safety protocols.  Implement regular safety audits and risk assessments.  Foster open communication between educators, parents, and children.  Assign specific educators to monitor individual children's needs.  Review and update policies for child safety and attunement. | *Educators are consistently attuned to each child’s needs and ensure their safety at all times. For example:*   * the arrangements we put in place for additional needs children, those with temporary illness, and those suffering trauma * our child protection perspective – we are attuned to indicators of abuse and neglect. |  |  |
| 2.2.1  Week 26  Date: 21/8/23 **Exceeding  Critical reflection** | Inflexible supervision procedures that do not adapt to changing circumstances. | Educators consistently modify supervision arrangements to align with children's changing ages, group dynamics, activities, and locations. |  | Conduct a comprehensive review of current supervision procedures.  Identify specific scenarios requiring adjustments (e.g., age-related needs, varying activities).  Develop a flexible framework for modifying supervision based on changing factors.  Provide training to educators on the new flexible procedures.  Implement a monitoring system to track adherence to adjusted procedures. | *Educators consistently adjust supervision procedures/arrangements when required, for example, to meet changes in children’s ages, group size, activities, and location. For example:*   * Regularly review and assess existing supervision procedures. * Identify specific triggers for adjustment, such as changes in children's ages, varying group sizes, new activities, and different locations. * Develop a clear protocol for determining when and how to adjust supervision arrangements. * Provide ongoing training to educators regarding the importance of adapting supervision and how to implement adjustments effectively. * Establish a communication channel for educators to share insights and concerns that might necessitate procedure adjustments. * Conduct risk assessments for different activities and settings to inform supervision modifications. * Assign responsibility to a designated person or team to oversee the implementation of adjusted procedures. * Implement a feedback loop where educators can share their experiences and suggest further refinements. * Document all adjustments made to supervision procedures, including the rationale behind each change. * Regularly evaluate the effectiveness of the adjusted procedures in ensuring children's safety and make additional changes as needed. |  |  |
| 2.2.1  Week 26  Date: 21/8/23 **Exceeding  Families and community** | Supervision arrangements not adapted to the unique service environment and its changes. | Supervision procedures consistently tailored to the specific service environment and adaptable to changes. |  | Conduct an assessment of the service's unique environment.  Identify potential hazards and factors affecting supervision.  Develop supervision guidelines responsive to the service's characteristics.  Implement a review process for adjusting procedures with environmental changes.  Provide training to ensure educators understand and apply environment-specific supervision. | *Our supervision arrangements and “reasonable precautions” consider the service’s unique environment and changes to that environment. For example, we consider:*   * hard-to-see areas/spaces in indoor/outdoor environments (with supervision plans, use of mirrors) * CCTV and any changes in camera locations * location of neighbouring residences/businesses (for privacy issues) * our multi-storey site * our location next to busy roads/voluminous passing traffic (including pedestrians) * potential for snakes, bees, spiders * drop-off/pick-up arrangements and locations, and family characteristics (families focused on other children, AVOs, parenting orders) * localised health issues (measles outbreaks, Covid hotspots) * emergencies such as bushfire, floods, dust storms, loss of power or water * staffing considerations (experience, knowledge, and skill of each educator, new/relief educators) * behaviour management requirements (biting). |  |  |

**Summary of Exceeding Themes Standard 2.2 Safety**

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 2.2.1 we have identified the following exceeding theme indicators:   * *Educators are consistently attuned to each child’s needs and ensure their safety at all times.* |
| 2. Practice is informed by critical reflection | In the strength example for element 2.2.1 we have identified the following exceeding theme indicators:   * *Educators consistently adjust supervision procedures/arrangements when required, for example, to meet changes in children’s ages, group size, activities, and location.* |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 2.2.1 we have identified the following exceeding theme indicators:   * *Our supervision arrangements and “reasonable precautions” consider the service’s unique environment and changes to that environment.* |