**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 29 11 to 15 September 2023 - QIP Suggestions - complete and copy this into your QIP

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| **Element 4.2.1** | **Professional collaboration** Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other’s strengths and skills. |
| **Strengths** | **MEETING - Educational Leader Supporting Improvement through Research Implementation**  **Situation:** The educational team is interested in implementing mindfulness techniques to enhance children's emotional regulation skills. The educational leader recognizes the potential benefits of this practice and supports the team's effort to integrate it into their curriculum.  **Supportive Action:** The educational leader organises a workshop with a guest speaker who specializes in child mindfulness. The speaker shares the latest research and best practices in implementing mindfulness techniques. The team learns about age-appropriate mindfulness activities and strategies.  **Outcome:** With the educational leader's support, the team successfully integrates mindfulness activities into daily routines. Children engage in calming exercises, and educators observe improved emotional self-regulation among the children. This initiative shows how the educational leader's support in implementing recognized research contributes to enhancing the quality of practice.  **Example 2: Encouraging and Respecting Different Points of View**  **Situation:** The team is planning a new outdoor play area. Some team members suggest creating a traditional playground, while others propose a natural play space with more open-ended materials.  **Encouraging Action:** The team holds a brainstorming session where each member expresses their vision for the play area. The team leader ensures that all perspectives are heard and respected. They discuss the advantages of both options and seek common ground.  **Outcome:** By valuing different viewpoints, the team decides to blend elements of both traditional and natural play areas. The compromise results in a diverse and engaging play space that caters to various children's preferences and developmental needs. This example highlights how respecting diverse viewpoints leads to creative solutions.  **Example 3: Sharing Information and Reflecting on Meeting Children's Needs**  **Situation:** An educator notices that a child is showing signs of anxiety during transitions. They share their observations with the team during a staff meeting.  **Collaborative Action:** The team gathers to discuss the child's needs. They share insights from their own experiences and training. They consider strategies to support the child during transitions, such as providing additional verbal cues and introducing a transitional object.  **Outcome:** By openly discussing the child's needs and sharing insights, the team devises a personalised plan to support the child's transition challenges. Regular updates are shared among educators, and they notice a gradual improvement in the child's comfort during transitions. This example demonstrates how collaborative information sharing leads to tailored support for individual children.  **EXCEEDING**  **Embedded practice -** We collaborate in ways consistent with our Philosophy, and core values. We are professional and our interactions respectful. We focus on improving outcomes for children and value all educators’ views and ideas irrespective of experience. To achieve this we have placed educators on performance reviews and the Ed Leader has demonstrated how to be room leader and ensure educators know exactly what is expected. This has resulted in improvements. Educators unwilling to change leave the service.  **Critical Reflection -**We have regular opportunities to work collaboratively and to share and learn from each other’s existing and developing strengths and skills. For example, regular Monday meetings value and recognise all input and explore individual educator’s strengths and skills. We have staff meeting awards to recognise educators’ strengths and they include best poem, most creative, and best excursions.  **Families and community –**Our team recognise diversity as a strength and work together to promote a culture of inclusiveness and sense of belonging for all. For example, we have a great multicultural team including Indigenous educators that form a diverse and wonderful mix of cultures, genders, abilities, family structures, and socio-economic backgrounds. Our diverse team brings a wealth of knowledge and experience.  **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** |
| 4.2.1  Week 29  Date: 11/9/23 | Some educators are struggling with planning engaging art activities for children. | Enhance art activity planning using each educator's strengths. |  | Share each educator's art-related strengths and interests.  Collaborate to create a list of diverse art activities.  Assign activity planning based on individual strengths. | *Educators use the strengths, skills, and backgrounds of each educator in their team. For example,* we consider previous careers/interests/hobbies. This includes:   * calm, caring, runs a great group time, great admin skills – was employed in an office before ECEC * great at planning * loves Korean culture, is great at extending projects based on children’s interest * is a carer for a young toddler, very process driven and loves policies and procedures * sings, engaging, worked in retail * great at building relationships with children, likes art   great at teaching children new skills, developing engaging routines and demonstrating to other educators. |  |  |
| 4.2.1  Week 29  Date: 11/9/23 **Exceeding  Embedded** | Educator teams have different interpretations of the service philosophy. | Align educator practices with the service philosophy and ethical guidelines. |  | Conduct training sessions on the service philosophy and ethics.  Collaboratively develop guidelines for applying the philosophy in daily practices.  Regularly review practices to ensure alignment. | *Our educator teams and rooms/groups collaborate in ways consistent with our philosophy, and code of conduct/ethics. For example, they:*   * are professional, and respectful during interactions at all times (including … * focus on continuous improvement, for example … * focus on improving outcomes for children so all educators’ views and ideas are valued irrespective of experience or seniority, such as … * cooperate to achieve improved outcomes including … * focus on high-quality learning outcomes, such as sharing the latest research/recognised guidance * work effectively as a team, including … |  |  |
| 4.2.1  Week 29  Date: 11/9/23 **Exceeding  Critical reflection** | Educators are missing opportunities to learn from each other's experiences. | Create a culture of sharing experiences and learning from them. |  | Schedule regular "Share and Learn" sessions during staff meetings.  Invite educators to share challenges they've faced and lessons learned.  Encourage open discussions and suggestions. | *All educators, including new educators, are given regular opportunities to work collaboratively and to share and learn from each other’s existing and developing strengths and skills. For example:*   * mentoring/coaching activities * induction procedures * regular team meetings where all input is valued, such as ... * recognition of individual educator’s strengths and skills ( * EL input/activities * follow-up to educators’ participation in PD. |  |  |
| 4.2.1  Week 29  Date: 11/9/23 **Exceeding  Families and community** | Educators don't always recognise the value of diverse backgrounds in their team. | Help educators see diversity as a source of strength and innovation. |  | Share success stories where diverse perspectives led to creative solutions.  Encourage educators to share personal cultural experiences.  Collaborate on projects that embrace different viewpoints. | *All educators recognise diversity as a strength and work together to promote a culture of inclusiveness and sense of belonging for all.*  Examples that promote diversity relate to:   * ability * gender * appearance * culture/religion * socio-economic background * family structure. |  |  |

**Summary of Exceeding Themes Standard 4.2 Professionalism**

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 4.2.1 we have identified the following exceeding theme indicators:   * *Our educator teams and rooms/groups collaborate in ways consistent with our philosophy, and code of conduct/ethics.* |
| 2. Practice is informed by critical reflection | In the strength example for element 4.2.1 we have identified the following exceeding theme indicators:   * *All educators, including new educators, are given regular opportunities to work collaboratively and to share and learn from each other’s existing and developing strengths and skills.* |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 4.2.1 we have identified the following exceeding theme indicators:   * *All educators recognise diversity as a strength and work together to promote a culture of inclusiveness and sense of belonging for all.* |