**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 30 18 to 22 September 2023 - QIP Suggestions - complete and copy this into your QIP

|  |  |
| --- | --- |
| **Element 4.2.2** | **Professional Standards** Professional standards guide practice, interactions and relationships. |
| **Strengths** | **MEETING -** During parent-teacher conferences, I ensured a professional interaction with a family. I actively listened to the parents' concerns about their child's progress, maintained a non-judgmental attitude, and provided constructive feedback. This demonstrated my understanding of professional standards by prioritizing open communication, respect for parents' perspectives, and a commitment to fostering a positive partnership between home and school.  Our service has a strict policy regarding confidentiality. This policy promotes professional behaviour by ensuring that all information about children, families, and staff members is kept confidential. It creates trust within the community, as families know their personal information is secure. By adhering to this policy, we demonstrate our commitment to professionalism and ethical conduct, respecting the privacy of all stakeholders.  A situation arose where a child was struggling with a particular learning activity, and their family was concerned. Instead of placing blame or dismissing the concern, our team responded ethically. We held a meeting with the family to understand their perspective, collaborated on an individualised plan to support the child, and communicated regularly to track progress. This ethical response demonstrated our commitment to the child's well-being, inclusion, and a partnership with the family, aligning with professional standards of care and respect.  **EXCEEDING**  **Embedded practice -** We ensure the service atmosphere is positive and respectful, and we interact professionally with others in the community. The Nom Sup regularly reviews our core values with educators and assists with mentoring, coaching and managing the performance of educators’ skills and attitudes. The Ed Leader mentors community expectations when conducting the excursions to connect with the community in a positive way. We have a robust recruitment process to ensure new staff fit our culture.  **Critical Reflection -**We reflect on ethical issues and make changes accordingly. This includes:   * addressing cultural issues * practising change to add more supportive structures for families * providing support to particular families in regards to behaviour of children * supporting partnerships with community organisations * taking action to promote inclusion and participation of children * changing administration financial management practices including removing bonds.   **Families and community –** Culturally sensitive ways to communicate, support and engage with families have been established by speaking with families to learn more about their culture and communication preferences. It has revealed wonderful new cultural practices for our team to use.  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

|  |  |
| --- | --- |
| **Element 4.2.2** | **Professional Standards** Professional standards guide practice, interactions and relationships. |

Improvement plan (identified through assessment against NQS indicators)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |
| 4.2.2  Week 30  Date: 18/9/23 | Lack of clear communication among staff. | Improved communication and teamwork among staff |  | Hold regular team meetings to improve communication.  Provide communication training for staff. | Increased staff satisfaction survey scores on communication.  Fewer misunderstandings or conflicts among staff. |  |  |
| 4.2.2  Week 30  Date: 18/9/23 **Exceeding  Embedded** | Recognised that staff interactions with the community need improvement, such as inconsistent communication with parents. | Strive for improved and consistent positive interactions with the community, particularly parents and guardians. |  | Organise regular meetings or events for parents to connect with staff.  Implement a communication strategy to ensure timely and clear information sharing.  Provide training to staff on effective communication and professionalism. | We ensure the service atmosphere is positive and respectful, and staff interact professionally with others in the community. This includes:   * regularly reviewing Code of Conduct/Ethics * managing performance of staff who don’t meet expectations, or breach the code * a robust recruitment process to ensure new staff fit the service’s culture * teamwork training * mentoring/coaching where required to improve skills * flexible work practices to support staff. |  |  |
| 4.2.2  Week 30  Date: 18/9/23 **Exceeding  Critical reflection** | Recognised the need to improve our response to ethical issues, such as breaches of confidentiality or conflicts of interest. | Strive for a more ethical and principled approach to address and resolve ethical dilemmas promptly and effectively. |  | Develop and communicate clear ethical guidelines and expectations for staff.  Establish a confidential reporting system for ethical concerns.  Provide training on ethical decision-making and conflict resolution.  Regularly review and update our Code of Ethics/Conduct. | *We have reflected on ethical issues and made changes. For example,*   * providing attention/support to particular child/group of children * addressing cultural issues, such as … * providing support to a particular family * providing support/partnering with particular community organisations, or reeling the lack of support * taking action to promote inclusion and participation of children * changing admin financial management practices * creating guidelines for gifts from families/community members, such as at Christmas. |  |  |
| 4.2.2  Week 30  Date: 18/9/23 **Exceeding  Families and community** | Identified a need to enhance our approach to engaging with culturally diverse families in a more sensitive and inclusive manner. | Strive to establish culturally sensitive ways of communicating, supporting, and engaging with all families, ensuring they feel valued and respected. |  | Conduct cultural competency training for staff.  Create a cultural diversity committee to gather insights and input from families.  Develop and implement strategies for culturally sensitive communication and engagement.  Regularly review and update our approach based on feedback and observations. | *We have established culturally sensitive ways to communicate, support, and engage with families, such as:*   * partnering/liaising with local organisation/Elder/community member for provided advice * speaking with families to learn more about their culture and communication preferences. |  |  |

**Summary of Exceeding Themes Standard 4.2 Professionalism**

|  |  |
| --- | --- |
|  |  |
| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 4.2.2 we have identified the following exceeding theme indicators:   * We ensure the service atmosphere is positive and respectful, and staff interact professionally with others in the community. |
| 2. Practice is informed by critical reflection | In the strength example for element 4.2.2 we have identified the following exceeding theme indicators:   * We have reflected on ethical issues and made changes. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 4.2.2 we have identified the following exceeding theme indicators:   * We have established culturally sensitive ways to communicate, support, and engage with families. |