**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 31 9 to 13 October 2023 - QIP Suggestions - complete and copy this into your QIP

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| **Element 6.2.1** | **Transitions**Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities. |
| **Strengths** | **MEETING -** At our service, we've streamlined communication to keep educators informed about child absences. Parents use calls, emails, and a digital attendance system to notify us. During our daily briefing, we review attendance and discuss absences. We maintain a communication log for parental messages. We promote open communication with parents.For road safety, we prioritize educating children through the "Traffic Light Game." In our outdoor area, we use a mini-traffic light. Red means stop, green for safe crossing, and yellow for caution. It's an engaging way to blend learning with fun.To ensure cross-shift communication, we maintain a shared journal for vital child and family info. Shift handovers involve in-depth discussions, and regular meetings enable information sharing. Digital tools aid efficient updates, and we encourage family communication with any on-duty educator.**EXCEEDING****Embedded practice -** Educators systematically promote continuity of learning and effective transitions for each child. Our transition to a new room procedure, for example; shares child information with new educators; talks positively to children at least two weeks beforehand about the move; invites new educators to visit children in their current room; introduces them to the children and encourages the children to play with them; takes children and parents/guardians on several visits to the new room before the move happens.**Critical Reflection -**Our transition practices are consistent with current theory, the EYLF/MTOP, and the service’s policies and procedures. This includes Orientation for Children policy, and procedures such as “transition to a new room”, “transition to school”, and “transition between settings”. We follow EYLF Practice – Continuity of Learning and Transitions – “Building on children’s prior and current experiences helps them to feel secure, confident and connected to familiar people, places, events and understandings.”**Families and community –** Educators’ collaborative partnerships with families or the community supports children’s resilience and wellbeing during transitions. Our Transition to School procedure allows educators to tell parents how they can prepare their child for school. Educators give parents a school readiness report in October. We take children on excursions to local schools at the end of the year, encourage children to bring in a school lunch for a week in December, and practise packing school bags.**Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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| **Element 6.2.1** | **Transitions**Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities. |

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** |
| 6.2.1Week 31Date: 9/10/23 | Lack of clear communication during child transitions. | Ensure smooth transitions for children. |  | Establish a communication system for educators.Create transition plans for each child.Train educators to provide emotional support.Maintain consistent routines.Implement safety protocols.Engage families in the transition process.Make informed decisions based on comprehensive info.Collaborate with professionals when needed. | Smooth and stress-free child transitions. |  |  |
| 6.2.1Week 31Date: 9/10/23**Exceeding Embedded** | Inconsistent support for child transitions. | Ensure smooth and effective transitions for all children. |  | Create a clear communication system.Make personalized transition plans.Train for emotional support.Keep routines consistent.Track child development.Ensure safety.Engage families.Use info for decisions.Team up with pros when necessary. | *Educators* *systematically promote continuity of learning and effective transitions for each child in the following ways:** We share information about children with new educators, talk to children positively about the move to a new room at least two weeks before the move. We refer to new educators in daily conversations, invite new educators to visit children in their current room several times. We introduce them to the children and encourage children to play with them. We take children and parents/guardians on several visits to the new room before the move happens.
* Transition to School Procedure. Educators tell parents/guardians how they can help their child get ready for school. Educators give parents/guardians a school readiness report in October. Educators take children on excursions to local school(s) near the end of year. Educators encourage children to bring a school lunch for a week in December.
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| 6.2.1Week 31Date: 9/10/23**Exceeding Critical reflection** | Lack of alignment with practice theory, learning frameworks, and service policies. | Ensure transition practices are in line with theory, learning frameworks, and service policies. |  | Review practice theory and guidelines.Align transition practices with approved learning frameworks.Update service policies to match best practices.Train educators on the new approach. | *Educators’ transition practices are consistent with practice theory, the approved learning framework/s, and the service’s policies and procedures. For example, our:** Orientation for Children Policy
* Procedures – transition to a new room procedure, transition to school procedure, transition between settings procedure
* EYLF/MTOP Practice – Continuity of learning and transitions – “Building on children’s prior and current experiences helps them to feel secure, confident and connected to familiar people, places, events and understandings. Children, families and early childhood educators all contribute to successful transitions between settings. In partnership with families, early childhood educators ensure that children have an active role in preparing for transitions.”
* Socio-cultural approach – Vygotsky, Malaguzzi, Rogoff, Fleer – Children are active participants in their learning, educators use intentional teaching, relationships and cultural participation lead to learning.
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| 6.2.1Week 31Date: 9/10/23**Exceeding Families and community** | Limited collaboration with families or the community during transitions. | Support children's resilience and wellbeing through strong partnerships. |  | Strengthen communication with families.Engage families in transition planning.Encourage community involvement.Share resources and guidance with families. | *Educators’ collaborative partnerships with families or the community supports children’s resilience and wellbeing during transitions. For example:** undertaking processes with families outlined in transition procedures
* establishing professional relationships with local schools
* visiting schools
* advising of inclusion support agencies/services for children transitioning with additional needs.
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**Summary of Exceeding Themes Standard 6.2 Collaborative Partnerships**

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 6.2.1 we have identified the following exceeding theme indicators:* Educators systematically promote continuity of learning and effective transitions for each child.
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| 2. Practice is informed by critical reflection | In the strength example for element 6.2.1 we have identified the following exceeding theme indicators: * Educators’ transition practices are consistent with practice theory, the approved learning framework/s, and the service’s policies and procedures.
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| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 6.2.1 we have identified the following exceeding theme indicators:* Educators’ collaborative partnerships with families or the community supports children’s resilience and wellbeing during transitions.
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