**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 39, 4 to 8 December 2023 - QIP Suggestions - complete and copy this into your QIP

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| **Element 7.2.2** | **Educational Leadership**The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle. |
| **Strengths** | **MEETING - Coaching or Mentoring for Implementing the Planning and Assessment Cycle:** An educator seeks guidance from the educational leader to improve the planning and assessment cycle. The educational leader schedules meetings to discuss challenges and reviews recent lesson plans and assessments. Specific feedback, curriculum alignment, and resource sharing enhance implementation. Ongoing support is provided.**Strategies and Processes for Building Relationships with Families:** The educational leader emphasizes strong family relationships. They conduct workshops on effective communication and offer tips for creating welcoming classroom environments. Regular parent-teacher conferences and cultural competence promotion are encouraged. Effective communication is modelled to engage families.**Leading Critical Reflection:** The educational leader leads regular reflection sessions. Topics like promoting creativity are discussed, encouraging educators to share experiences and insights. A structured discussion analyses practices, aligns with frameworks, and sets improvement goals. Follow-up sessions track progress and continue reflection.**EXCEEDING****Embedded practice -** The educational leader promotes a culture of ongoing inquiry and works with all educators to ensure they consistently deliver a program that sets high expectations for each child’s learning. He prepares/sources professional development on critical reflection, which he provides to educators before mentoring them. He regularly reviews critical reflection to ensure educators don’t confuse it with evaluation, and consider all perspectives.**Critical Reflection -**The Ed Leader consistently encourages all educators to contribute to critical reflections, discussions, and evaluations. During our Monday meetings, educators voice their suggestions/questions and the Ed Leader identifies educators who need more support and works more with them, for example, trainees and new recruits. He identifies skills gaps, and over the course of a week, provides many in-rooms demonstrations.**Families and community –** We support families and the community to understand the role of the Ed Leader and how this relates to their child’s participation in the program. The Ed Leader discusses his role during orientation, parent information evenings, parent-teacher reviews of child’s progress, and pick-up/delivery if relevant/appropriate. We include information about the role in communications with families, and Facebook posts. As a result, parents seek advice about their child.**Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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| **Element 7.2.2** | **Educational Leadership**The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle. |

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** |
| 7.2.2Week 39Date: 4/12/23 | Lack of clarity and consistency in the implementation of the educational program and assessment planning cycle. | To ensure that the educational leader effectively supports and leads the development and implementation of the educational program and assessment planning cycle. |  | Review current program and assessment practices.Identify areas for improvement.Create a professional development plan.Offer ongoing coaching to the educational leader.Monitor progress and adjust as needed.Collaborate with educators for alignment. | Consistent program leadership.Improved assessment planning.Enhanced educator collaboration. |  |  |
| 7.2.2Week 39Date: 4/12/23**Exceeding Embedded** | The educational leader promotes a culture of ongoing inquiry and ensures high expectations for each child’s learning. | Establish a culture of ongoing inquiry and high expectations in the educational program. |  | Professional Development for educators. Collaborative Planning among educators. Adequate Resource Allocation. Monitoring and Feedback on classroom activities.Parental Involvement in the educational process. Continuous Evaluation of the program's effectiveness. | *The educational leader promotes a culture of ongoing inquiry and works with all educators to ensure they consistently deliver a program that sets high expectations for each child’s learning. For example, the EL:** prepares/sources professional development on critical reflection and provides them to educators – then mentors them
* regularly reviews critical reflection to ensure educators consider all perspectives and don’t slip back into evaluation.
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| 7.2.2Week 39Date: 4/12/23**Exceeding Critical reflection** | The educational leader consistently encourages all educators to contribute to critical reflections, discussions, and evaluations. | Foster a collaborative and reflective professional culture among educators. |  | Implement regular reflective meetings. Establish a feedback system for educators. Provide training in reflective practices.Encourage open discussions and constructive criticisms. Integrate reflection and evaluation into daily routines. | *The educational leader consistently encourages all educators to contribute to critical reflections, discussions, and evaluations. For example:** requiring all educators to voice their suggestions/questions in meetings/training sessions
* identifying educators who need more support and working more with them (trainees, new recruits, identified skills gaps).
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| 7.2.2Week 39Date: 4/12/23**Exceeding Families and community** | Educators support families and the community to understand the role of the educational leader and how this relates to their child’s participation in the program. | Enhance family and community understanding of the educational leader's role and its impact on children's participation in the program. |  | Conduct informational sessions for families and community. Develop and distribute educational materials. Facilitate open days and interactive sessions. Encourage regular communication between educators and families.Share success stories and case studies. | *Educators support families and the community to understand the role of the educational leader and how this relates to their own child’s participation in the program. For example:** the EL is introduced and their role discussed during orientation, parent information evenings, parent/teacher reviews of child’s progress, pick-up/delivery if relevant/appropriate
* including information about the EL and their role in communications with families (newsletters, Facebook posts, room displays).
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**Summary of Exceeding Themes Standard 7.2 Leadership**

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 7.2.2 we have identified the following exceeding theme indicators:* *The educational leader promotes a culture of ongoing inquiry and works with all educators to ensure they consistently deliver a program that sets high expectations for each child’s learning.*
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| 2. Practice is informed by critical reflection | In the strength example for element 7.2.1 we have identified the following exceeding theme indicators: * *The educational leader consistently encourages all educators to contribute to critical reflections, discussions, and evaluations.*
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| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 7.2.1 we have identified the following exceeding theme indicators:* *Educators support families and the community to understand the role of the educational leader and how this relates to their own child’s participation in the program.*
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