**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 36 13 to 17 November 2023 - QIP Suggestions - complete and copy this into your QIP

|  |  |
| --- | --- |
| **Element 4.1.1** | **Organisation of Educators** The organisation of educators across the service supports children’s learning and development. |
| **Strengths** | **MEETING - Educators Supports Children’s Learning:** To support children's learning, our early learning centre uses a 'Learning Pod' system where educators with different specialisations collaborate to offer a comprehensive educational experience. For example, children rotate between activities focused on literacy, arts, and physical development throughout the day, ensuring they receive varied and targeted learning opportunities.  **Educators Are Organised to Support Professional Relationships and Communication with Families:** We foster strong relationships with families through our 'Family Partnership Program,' where each family is assigned an educator liaison. This educator keeps families updated and involved in their child's progress using personalised communication methods, ranging from digital platforms to in-person meetings.  **Educators Ensure They Always Meet Ratios:** To consistently meet educator-to-child ratios, our centre employs strategic shift scheduling and maintains a roster of on-call staff. Educators conduct regular headcounts and utilise float staff to adapt to changing needs throughout the day. Additionally, careful planning around activities ensures that supervision remains thorough and ratios are adhered to, prioritising children's safety and quality of care.  **EXCEEDING**  **Embedded practice -** Our service philosophy, alongside our policies and procedures, guides the organisation of our educators to ensure inclusivity and the realisation of every child's potential. We emphasise safe, engaging, and inclusive activities, value family engagement, and are committed to continuous improvement. To facilitate our educators' development, we maintain a 'skills wall' for them to document and reflect on their professional growth, enhancing the quality of care and education we provide.  **Critical Reflection -**We changed the organisation of educators to enhance children’s learning outcomes for various reasons. To support continuity of educators, we enable familiar educators to work with children and many are moved up with the children at the end of the year into older rooms. We have improved the mix of qualifications, experience, and cultural background, which enables educators to use their strengths and interests. We support professional development.  **Families and community –** The organisation of educators reflects the unique geographical, cultural, and community context. Dubbo has undergone a cultural shift in the past few years with an increased influx of migrants. We are fortunate to have educators with the same cultural/language backgrounds to place with our children. Educators’ strengths and interests from a community are present. Soccer and gymnastics are popular sports and we have educators with these skills.  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

|  |  |
| --- | --- |
| **Element 4.1.1** | **Organisation of Educators** The organisation of educators across the service supports children’s learning and development. |

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** |
| 4.1.1  Week 36  Date: 13/11/23 | Lack of coordination among educators, impacting children's learning. | To improve coordination among educators for better support to children's learning. |  | Schedule regular team meetings. Create communication channels for educators. Share best practices and resources. Encourage collaboration on lesson planning. | *The organisation of educators supports children’s learning in the following ways.*   * We note improved learning activities/outcomes when educators can use their strengths/interests. We consider this when allocating educators to rooms/groups. * We group educators after considering qualifications/experience, that is, an effective mix supports learning and safety. |  |  |
| Week 36  Date: 13/11/23 **Exceeding  Embedded** |  |  |  |  | *The organisation of educators, including relief educators, consistently aligns with the service philosophy, policies and procedures in the following ways. It:*   * ensures all children can participate in activities and experiences * promotes children’s safety and wellbeing * promotes inclusive practices * ensures each child can achieve their potential * values families’ views and encourages their engagement with service * demonstrates respect for/values diversity * promotes a homely environment * supports continuous improvement. |  |  |
| Week 36  Date: 13/11/23 **Exceeding  Critical reflection** |  |  |  |  | *We’ve made changes to the organisation of educators to enhance children’s learning outcomes for various reasons, including to:*   * support continuity of educators * improve the mix of qualifications/experience * enable educators to use their strengths/interests * support the professional development of educators * improve teamwork and cohesion * enable familiar educators to work with children. |  |  |
| Week 36  Date: 13/11/23 **Exceeding  Families and community** |  |  |  |  | *The organisation of educators reflects the unique geographical, cultural, and community context of the service. For example:*   * placing educators with particular cultural/language backgrounds with children whose families have the same culture/language * fulfilling supervision requirements related to outdoor environmental features in or near the service (ponds, creeks, dams, hills) * considering educators’ strengths/interests from a community perspective. Where this is a strong community football program, the service places educators with football skills with active boys/girls. In a farming community, the service organises educators with this background to greet and interact with families. In a community that has fetes, shopping centre displays, and parades, the service places educators with strong creative background with children participating in these events. |  |  |

**Summary of Exceeding Themes Standard 4.1 Staffing Arrangements**

|  |  |
| --- | --- |
|  |  |
| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 4.1.1 we have identified the following exceeding theme indicators:   * *The organisation of educators, including relief educators, consistently aligns with the service philosophy, policies and procedures.* |
| 2. Practice is informed by critical reflection | In the strength example for element 4.1.1 we have identified the following exceeding theme indicators:   * *We’ve made changes to the organisation of educators to enhance children’s learning outcomes for various reasons.* |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 4.1.1 we have identified the following exceeding theme indicators:   * *The organisation of educators reflects the unique geographical, cultural, and community context of the service.* |