**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 37, 20 to 24 November 2023 - QIP Suggestions - complete and copy this into your QIP

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| **Element 4.1.2** | **Continuity of staff**Every effort is made for children to experience continuity of educators at the service. |
| **Strengths** | **MEETING - Service Practices for Educator Continuity:**We offer competitive wages, flexible schedules, and professional development opportunities. Mentorship programs pair new staff with experienced educators, promoting knowledge sharing and community building. Regular recognition and rewards ensure educators feel valued and motivated.**Educator Assignment Considerations:**We assign educators to rooms based on their skills, qualifications, and preferences. Teams are balanced with a mix of experienced and novice educators, and cultural or linguistic backgrounds are matched with children's needs, fostering effective communication and understanding.**Long-term Educator Impact Example:**Ms. Ting, an experienced educator at our service, used her deep understanding of a child, Maria's, cultural background to ease her transition into a new environment. This personalised approach improved Maria's social and academic skills and reassured her family, highlighting the value of longstanding, culturally aware educators.**EXCEEDING****Embedded practice -** Continuity of educators enhances children’s wellbeing, learning, and development. EYLF bases learning outcomes on the relationships children have with their family, educators, and friends. We have a core team and ensure we gain continuity as fast as possible when staff are on maternity leave or when trainees discover ECEC is not for them. We have a detailed routine to quickly get new educators up to speed to ensure a consistent delivery of the program for the children.**Critical Reflection -**Team reflections, including those that consider negative continuity outcomes in the past, improve continuity of educators. For example, negative children’s behaviour has in the past caused educators to leave. Critically reflecting on this has led to the Ed Leader upskilling all educators through training, demonstration, and support to better manage the reason for the behaviour.**Families and community –** We seek family input and use it to support children’s secure relationships with educators and promote their continuity. For example, Covid resulted in a few children not transitioning back to the centre after lockdown. The Ed Leader, who has qualifications in psychology, worked with those families and educators within the room to create individual transition plans based on psychology practices. They were very successful.**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** |
| 4.1.2Week 37Date: 20/11/23 | High staff turnover affecting children's stability and learning | To achieve a stable team of educators, enhancing children's sense of security and learning continuity |  | Review and improve compensation and benefits. 2. Develop a robust professional development program. 3. Implement a mentorship system for new staff.4. Regular staff well-being checks and support systems. | Reduced staff turnover rate. Positive feedback from children and parents. Improved staff satisfaction surveys. |  |  |
| 4.1.2Week 37Date: 20/11/23**Exceeding Embedded** | Lack of continuity of educators impacting children's wellbeing, learning, and development | Ensure consistent educator presence to enhance children's wellbeing, learning, and development |  | 1. Implement stable scheduling to reduce educator rotation. 2. Create a mentorship and support program for educators. 3. Offer competitive benefits and professional development to retain staff. 4. Regular feedback sessions with educators and families to assess needs and satisfaction. | *Continuity of educators enhances children’s wellbeing, learning, and development. We aim to ensure this.* * We base EYLF/MTOP learning outcomes on the relationships children have with their family, educators, friends, and community members. A high turnover of educators affects the relationships children are able to develop with them, which in turn leads to lower quality learning outcomes.
* We appreciate continuity enhances opportunities to understand each child’s strengths, needs, interests, and family situation.
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| 4.1.2Week 37Date: 20/11/23**Exceeding Critical reflection** | Insufficient use of team reflections for improving continuity, not adequately addressing past negative outcomes | Enhance educator continuity by effectively using team reflections to learn from past experiences and make informed changes |  | 1. Conduct regular team reflection sessions focused on continuity issues. 2. Analyze past incidents of poor continuity and their impacts. 3. Develop action plans based on reflections to address identified issues. 4. Implement changes and monitor their effectiveness. 5. Foster a culture of open communication and continuous improvement. | *Team reflections, including those that consider negative continuity outcomes in the past, improve continuity of educators. For example:** recognition awards
* rostering/room allocations based on educator preferences and strengths
* flexible work practices
* professional development based on staff needs and goals
* ensuring teams work effectively, effective management of underperformance
* effective coaching/mentoring.
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| 4.1.2Week 37Date: 20/11/23**Exceeding Families and community** | Lack of family input in supporting children's relationships with educators and continuity | Enhance children’s secure relationships with educators and promote continuity through active family engagement and input |  | 1. Implement regular structured feedback mechanisms for families (surveys, meetings). 2. Use family input to understand children's needs and preferences better. 3. Incorporate family feedback into educator assignment and interaction strategies. 4. Provide regular updates to families on the impact of their input. 5. Foster ongoing dialogue between families and educators. | *Family input is sought and used to support children’s secure relationships with educators and promote their continuity. For example, we seek* * family input about a child’s behaviour at home, diagnosed/undiagnosed conditions, and their interests and strengths, to support behaviour, communication needs/preferences, and out-of-service activities.
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**Summary of Exceeding Themes Standard 4.1 Staffing Arrangements**

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 4.1.2 we have identified the following exceeding theme indicators:* *Continuity of educators enhances children’s wellbeing, learning, and development.*
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| 2. Practice is informed by critical reflection | In the strength example for element 4.1.2 we have identified the following exceeding theme indicators: * *Team reflections, including those that consider negative continuity outcomes in the past, improve continuity of educators.*
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| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 4.1.2 we have identified the following exceeding theme indicators:* *Family input is sought and used to support children’s secure relationships with educators and promote their continuity.*
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