**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 38, 27 November to 1 December 2023 - QIP Suggestions - complete and copy this into your QIP

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| **Element 7.2.1** | **Continuous Improvement**There is an effective self-assessment and quality improvement process in place.  |
| **Strengths** | **MEETING - Passing on Information from Families, Children, or the Community:** Parent suggested more outdoor play due to child's active nature. We conducted a survey, and most parents agreed. We increased outdoor playtime, added equipment, and incorporated nature-based learning, enhancing overall child engagement and development.**Involvement of All Educators and Staff in Updating the QIP:** Monthly meetings engage all educators and staff in QIP reviews, promoting collaboration and shared responsibility. In a recent QIP meeting, we aimed to improve family communication. All educators contributed, leading to a weekly newsletter initiative. Each educator had specific responsibilities, enhancing our collective ownership of quality improvement goals.**Regular Performance Reviews Contributing to Improved Practices and Outcomes:** Educator recognised need to enhance support for diverse learners. They attended inclusive education workshops, collaborated with colleagues, and sought guidance from our inclusion support coordinator. Result: Improved inclusive teaching strategies, better support for children with diverse needs, and personalised learning plans, benefiting all children.Regular performance reviews pinpointed areas for growth, resulting in concrete actions to enhance practices and outcomes for children.**EXCEEDING****Embedded practice -** Educators regularly contribute to their Self-Assessment Tool to drive continuous improvement. For example, room leaders work with their educators to review reflection activities based on NQS elements and this is completed weekly.**Critical Reflection -**We implement change in a sensitive and collaborative way, and clearly communicate reasons for the change. For example, Covid forced changes to: immunisation requirements, organisation of educators, documentation of learning, procedures (emergency rehearsals, cleaning, excursions), room routines (running sheets), meeting frequency, and learning agendas (more detailed).**Families and community –** Community partnerships support our professional development plans and improve outcomes for children and families. Recently, we attended a speech therapist workshop to learn simple diagnosis for referrals. Community psychologists have presented at our Monday meetings to teach us about protective behaviours. We are currently working with Vision Australia and specialist physiotherapists where we attend the sessions to learn how to work with a child who is vision impaired. **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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| **Element 7.2.1** | **Continuous Improvement**There is an effective self-assessment and quality improvement process in place.  |

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** |
| 7.2.1Week 38Date: 27/11/23 | Limited staff involvement in self-assessment. | Increase staff engagement in the self-assessment process. |  | Schedule regular staff meetings to discuss self-assessment.Provide training on the importance of self-assessment.Create a user-friendly self-assessment tool. | 100% staff participation in self-assessment discussions. |  |  |
| 7.2.1Week 38Date: 27/11/23**Exceeding Embedded** | Low educator contribution to the QIP or Self-Assessment Tool. | Increase educator participation in contributing to the QIP and Self-Assessment Tool for continuous improvement. |  | Hold regular meetings to explain the importance of educator contributions.Provide training on how to effectively use the QIP and Self-Assessment Tool.Create a user-friendly platform for easy contributions. | *Educators regularly contribute to the QIP or Self-Assessment Tool, to drive continuous improvement. For example, we:* review reflection activities based on Centre Support’s weekly Professional Development activities. |  |  |
| 7.2.1Week 38Date: 27/11/23**Exceeding Critical reflection** | Lack of sensitive and collaborative change implementation by managers/leaders. | Managers/leaders implement change sensitively, collaboratively, and communicate reasons effectively. |  | Conduct leadership training on ‘change management’.Establish cross-functional change teams for input.Implement transparent communication channels. | *Our managers/leaders implement change in a sensitive and collaborative way, and clearly communicate reasons for the change. For example:** Covid changes (immunisation requirements)
* changes to
	+ organisation of educators
	+ documentation of learning
	+ procedures, such as emergency rehearsals, cleaning, excursions, room routines (running sheets), meetings (frequency, agenda).
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| 7.2.1Week 38Date: 27/11/23**Exceeding Families and community** | Lack of effective community partnerships supporting professional development and outcomes for children and families. | Establish community partnerships that enhance professional development and improve outcomes. |  | Identify local community organisations for potential partnerships.Reach out to selected organizations for collaboration.Develop joint training programs and family engagement activities. | *Community partnerships support our professional development plans and improve outcomes for children and families. For example:** Skill Enhancement
* Family Engagement
* Learning Opportunities
* Health Promotion
* Literacy Enrichment
* Cultural Exposure
* Nutrition Education
* Parenting Workshops
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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 7.2.1 we have identified the following exceeding theme indicators:* *Educators regularly contribute to the QIP or Self-Assessment Tool, to drive continuous improvement*
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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: * *Our managers/leaders implement change in a sensitive and collaborative way, and clearly communicate reasons for the change.*
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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:* *Community partnerships support our professional development plans and improve outcomes for children and families.*
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