**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 40, 11 to 15 December 2023 - QIP Suggestions - complete and copy this into your QIP

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| **Element 7.2.3** | **Development of Professionals** Educators, co-ordinators and staff members’ performance is regularly evaluated and individual plans are in place to support learning and development. |
| **Strengths** | **MEETING - Professional Learning or Training After Performance Review:** After our most recent performance reviews, our team identified a collective need to enhance our communication skills when interacting with parents and caregivers. As a result, we collectively decided to participate in a workshop focused on effective parent-educator communication. This training equipped us with valuable strategies and tools to foster more productive and open dialogues with families, leading to improved partnerships and a more supportive learning environment for the children.  **Willingness to Try New Things and Value Feedback:**  As a cohesive team of educators, we are always open to trying new approaches to enhance our teaching practices. Recently, we collectively introduced a nature-inspired learning corner in our classroom. While initially uncertain about its impact, we invited feedback and insights from one another and welcomed suggestions from our students' parents. Their valuable input allowed us to refine the space, making it even more engaging for the children and reinforcing our commitment to continuous improvement.  **Regular and Meaningful Professional Development:**  At our early childhood education centre, we have established a monthly professional development day for the entire staff. During these sessions, we collaboratively explore various topics such as child development, classroom management, and cultural competence. What sets our professional development apart is our collective commitment to active participation. We engage in lively discussions, share personal experiences, and work together to apply newfound knowledge to our daily practices. This regular and interactive approach to professional development ensures that we, as a team of educators, are constantly evolving and adapting to meet the ever-changing needs of our students.  **EXCEEDING**  **Embedded practice -** Our performance review process consistently supports educators and staff to achieve their professional development goals and continually improve practice. For example, our review process is up on the wall for all to see and it's not just an annual review process. It is daily, weekly, and monthly, and the process supports movement of staff into leadership/manager roles, for example, educators to room/group leader roles.  **Critical Reflection -** Educators regularly reflect on performance against the NQS, issues identified in the QIP, and teaching/learning goals to ensure high-quality outcomes and continual improvement. For example, our Monday meetings and staff meetings include NQS elements as a theme, and the Ed Leader works with each educator’s teaching and learning program to ensure they are maximising the learning with the children.  **Families and community –** Community partnerships strengthen professional learning at the service and support continuous quality improvement. This includes partnerships with health professionals such as physiotherapists, OTs, speech therapists, optometrists, dentists, and paediatricians. We work with organisations and community members to implement behaviour plans/learning plans/medical plans. We have strong links with our local community and neighbours to enable excursions, which include our native plants.  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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| **Element 7.2.3** | **Development of Professionals** Educators, co-ordinators and staff members’ performance is regularly evaluated and individual plans are in place to support learning and development. |

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** |
| 7.2.3  Week 40  Date: 11/12/23 | Educators inconsistently assess their own performance using their job description, service philosophy, code of conduct, National Quality Standard (NQS), and relevant laws/regulations. | To establish a consistent and effective self-assessment process among educators using their job description, service philosophy, code of conduct, NQS, and relevant laws/regulations. |  | Training and Awareness: Conduct training to highlight the importance of self-assessment and align it with job descriptions, service philosophy, code of conduct, NQS, and legal requirements.  Clear Guidelines: Create concise guidelines/checklists for educators to use in self-assessment, including specific criteria from job descriptions and regulations.  Regular Reminders: Set up periodic reminders for educators to perform self-assessments, e.g., quarterly or bi-annual check-ins.  Peer Support: Encourage peer support and feedback sessions for educators to discuss self-assessment findings with colleagues.  Documentation: Ensure educators document self-assessment findings and improvement action plans.  Supervision and Feedback: Have supervisors review educators' self-assessment documentation during performance reviews, offering constructive feedback. | *Educators regularly assess their own performance using their job description, service philosophy, code of conduct, NQS, law/regs.*   * The EL uses these documents when working with educators. * Job description – meeting all requirements? If educators say “that’s not my job” is it in the job description? * Philosophy – do educators’ practices reflect the values (relationships with families, inclusion, safe environment)? * Code of Conduct – is there a breach (are educators gossiping, sharing private information, harassing team members)? * NQS – are educators meeting/exceeding the NQS? * Law/regs – is there a compliance issue? |  |  |
| 7.2.3  Week 40  Date: 11/12/23 **Exceeding  Embedded** | Performance review process needs improvement in consistently supporting educators and staff to achieve professional development goals and practice improvement. | Establish a performance review process that consistently supports educators and staff in achieving professional development goals and continuous practice improvement. |  | Align performance review guidelines with development goals and practice improvement.  Regular Check-Ins:  Hold periodic check-in meetings for educators and supervisors to review progress and adjust development plans.  Resource Allocation:  Allocate time and training opportunities to support educators in pursuing their goals.  Feedback Integration:  Integrate feedback mechanisms into reviews to capture suggestions and corrections.  Documentation Improvement:  Enhance documentation for tracking progress on goals and practice.  Goal Achievement Metrics:  Establish metrics to measure goal achievement and practice enhancement. | *Our performance review process consistently supports educators and staff to achieve their professional development goals and continually improve practice. For example:*   * rather than an annual review process we regularly review performance * supporting movement of staff into leadership/manager roles (educators to room/group leader roles). |  |  |
| 7.2.3  Week 40  Date: 11/12/23 **Exceeding  Critical reflection** | Educators need to improve their regular reflection on performance against the NQS, QIP issues, and teaching/learning goals to ensure high-quality outcomes and continual improvement. | Establish a culture where educators regularly reflect on performance against the NQS, QIP issues, and teaching/learning goals, ensuring high-quality outcomes and continual improvement. |  | Training and Awareness:  Provide training on the importance of regular reflection and its connection to NQS, QIP, and teaching/learning goals.  Clear Reflection Guidelines:  Develop clear guidelines for educators to follow when reflecting on their performance, NQS alignment, and QIP issues.  Regular Checkpoints:  Implement periodic reflection checkpoints, such as monthly meetings or quarterly reviews, to ensure consistent practice.  Peer Collaboration:  Encourage educators to collaborate with peers, discussing their reflections and sharing insights.  Documentation and Action Plans:  Ensure educators document their reflections and create action plans based on their findings.  Supervisory Support:  Have supervisors actively support and review educators' reflection processes during performance reviews. | *Educators regularly reflect on performance against the NQS, issues identified in the QIP, and teaching/learning goals to ensure high-quality outcomes and continual improvement. For example:*   * CS weekly PD * staff meetings include QIP (as a standing item) * our EL works with each educator’s teaching/learning goals. |  |  |
| 7.2.3  Week 40  Date: 11/12/23 **Exceeding  Families and community** | Community partnerships need strengthening to enhance professional learning at the service and support continuous quality improvement. | Establish and strengthen community partnerships that enhance professional learning and contribute to continuous quality improvement at the service. |  | Assessment of Current Partnerships:  Assess the current community partnerships to identify strengths, weaknesses, and areas for improvement.  Identify Potential Partners:  Research and identify potential community partners that can contribute to professional learning and quality improvement.  Partnership Development:  Establish and strengthen partnerships with identified organisations, institutions, or businesses.  Collaborative Workshops and Training:  Organise collaborative workshops and training sessions with partners to enhance professional learning among staff.  Resource Sharing:  Facilitate resource sharing and knowledge exchange between the service and partners.  Evaluation and Feedback:  Regularly evaluate the effectiveness of partnerships in enhancing professional learning and quality improvement. Gather feedback from staff. | *Community partnerships strengthen professional learning at the service and support continuous quality improvement. For example:*   * CS weekly PD * Red Nose * partnerships with health professionals such as OTs, speech therapist, optometrists, dentists, paediatricians * working with organisations/community members to implement behaviour plans/learning plans/medical plans * links with cultural organisations * links with community groups providing dance, sport, yoga * links with businesses/venues for regular outings/excursions. |  |  |

**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 7.2.3 we have identified the following exceeding theme indicators:   * *Our performance review process consistently supports educators and staff to achieve their professional development goals and continually improve practice.* |
| 2. Practice is informed by critical reflection | In the strength example for element 7.2.3 we have identified the following exceeding theme indicators:   * *Educators regularly reflect on performance against the NQS, issues identified in the QIP, and teaching/learning goals to ensure high-quality outcomes and continual improvement.* |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 7.2.3 we have identified the following exceeding theme indicators:   * *Community partnerships strengthen professional learning at the service and support continuous quality improvement.* |