**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 1, 29 January to 2 February - QIP Suggestions - complete and copy this into your QIP

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| **Element 7.1.1** | **Service philosophy and purpose** A statement of philosophy guides all aspects of the service’s operations. |
| **Strengths** | **MEETING 1. Decision-Making and Daily Practices Informed by the Service Philosophy:** Our service's decision-making process and daily practices are deeply embedded in our Service Philosophy. For instance, our philosophy emphasises holistic child development, influencing our choices in curriculum design and educational material selection. This approach is visible in our daily routines, where activities are selected not only for their educational value but also for their ability to support physical, emotional, and social development. This holistic approach ensures that the children's learning experiences are comprehensive, catering to all facets of their growth.  **2. Shared Understanding Among Stakeholders Aligned with the Service Philosophy:** The shared understanding of our service's role, as outlined in our Service Philosophy, is evident in the collaborative relationships among staff, children, families, and the community. For example, our philosophy stresses the importance of community engagement. This is reflected in how we organise events that involve families and local community members, such as cultural festivals and environmental projects. These events not only enhance the children's learning experiences but also strengthen the connections between the service, families, and the broader community, creating a supportive and interconnected environment for the children.  **3. Educator’s Pedagogy Mirroring the Service Philosophy:** The educators' pedagogical (teaching, learning and assessing) approaches directly mirror our Service Philosophy. A key element of our philosophy is the focus on child-led learning. Educators implement this by creating flexible lesson plans that allow for spontaneous learning opportunities based on children's interests and questions. This approach empowers children to take an active role in their learning journey, fostering curiosity and a love for learning. Educators regularly adapt their teaching methods and materials to cater to the diverse needs and interests of the children, ensuring that the educational programme is both engaging and effective.  **EXCEEDING**  **Embedded practice -** We actively participate in the regular review of our Philosophy, which includes annual reviews, assessing incidents and complaints, and examining other matters. Following comprehensive research into the dynamics of babies in groups, we've recently updated our Philosophy. These updates include incorporating a shared-agency approach and Group Theory. We've also recognised the importance of a work group mentality, leading us to reorganise the order of our core values to better reflect these insights.  **Critical Reflection -**After critical reflection on how our Philosophy aligns with our service's practices, priorities, and purpose, we've made some many changes. We rearranged the core values underpinning our Philosophy, which essentially shape the actions derived from it. This change was important to recognise that the group of educators we have now is different from those who were at the service when the Philosophy was initially written. Our priorities have evolved, due to the influence of our new team members.  **Families and community -**We actively encourage families to give feedback and play a part in reviewing our Philosophy. We've shared examples of the feedback we've received and how it has led to changes in our Philosophy. We use our Philosophy as a tool to guide parents, especially when their values and expectations differ from ours. This assists them in making a more informed decision about whether our centre is the right fit for them. This process begins right from the initial tours of our centre, where we proudly showcase our approach to risky, yet manageable play.  **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** |
| 7.1.1  Week 1  Date: 29/1/24 | The current service philosophy is not clearly reflected in all aspects of the service's operations. | To ensure that the service philosophy guides all aspects of the service's operations, leading to a cohesive and purposeful learning environment. |  | **Review and Assess:** Evaluate the current service philosophy to find improvements.  **Involve Everyone:** Engage educators, management, and families in discussions and workshops to gather their thoughts on the service philosophy and how to put it into practice.  **Action Plan:** Create a clear action plan based on the feedback received. It should include specific steps and strategies to align all aspects of the service with the philosophy.  **Professional Development:** Organise training sessions for educators to help them understand the philosophy better and use it effectively in their work.  **Communication:** Develop a plan to share the revised service philosophy with families, staff, and the broader community in a clear and effective way. | Educators demonstrate a clear understanding of the service philosophy and incorporate it into their daily practices. The service policies and procedures reflect the values and principles outlined in the philosophy. |  |  |
| 7.1.1  Week 1  Date: 29/1/24  **Exceeding Embedded** | Limited regular contributions from educators and staff to reviews of our philosophy. | To encourage active and regular participation from educators and staff in the review process of our service philosophy, ensuring it remains relevant and guides all aspects of our operations effectively. |  | 100% of educators and staff actively participate in the regular review of the service philosophy, providing feedback and suggestions for improvement. | *Educators and staff regularly contribute to reviews of our philosophy. These include:*   * annual reviews * reviews when there’s an incident, complaint, or other issue.   Changes could be related to:   * length (too long) * structure (bullet points easier to read) * content (critical reflection)   + too waffly   + elements missing such as inclusive practices, respect for diversity, connecting with community, respecting family expertise, caring for environment   + elements included that no longer represent the service. |  |  |
| 7.1.1  Week 1  Date: 29/1/24  **Exceeding Critical reflection** | After reflecting critically on the way our philosophy aligned with service practices, priorities, and purpose, we found that it needed some changes to better guide all aspects of our operations. | We aim to update and refine our service philosophy to ensure it aligns closely with our service practices, priorities, and purpose. |  | **Critical Reflection:** Review how our current philosophy aligns with our practices, priorities, and purpose.  **Identify Areas for Improvement:** Find specific areas that need updating to better guide our daily practices and mission.  **Collaborative Redesign:** Work together in workshops or meetings to redesign the philosophy, involving educators, management, and team members.  **Feedback and Consensus:** Gather feedback from everyone to ensure the revised philosophy is agreed upon and aligns with our goals.  **Communication and Implementation:** Share the updated philosophy with staff, families, and the community. Put it into action in all aspects of our centre. | *After reflecting critically on the way our philosophy aligned with service practices, priorities, and purpose, we changed it in the following ways:*   * Conducted a critical reflection on how our philosophy aligned with service practices, priorities, and purpose. * Identified areas for improvement based on the reflection process. * Collaboratively redesigned the philosophy through workshops and meetings involving educators, management, and team members. * Sought feedback from all stakeholders to ensure the revised philosophy resonates with everyone and achieves consensus on its guiding principles. * Communicated the updated philosophy to all staff, families, and the broader community to ensure clarity and understanding. * Implemented the revised philosophy across all aspects of our centre’s operations. |  |  |
| 7.1.1  Week 1  Date: 29/1/24  **Exceeding  Families and community** | Limited engagement of families or community members in providing feedback and contributing to reviews of our philosophy. | We aim to actively involve families and community members in the review process of our service philosophy, encouraging their valuable feedback and contributions. |  | **Implement effective communication** strategies to inform families and community members about the importance of their input in shaping our service philosophy.  **Create anonymous surveys** or questionnaires to gather feedback from families and community members regarding our philosophy.  **Organise regular family meetings** to provide opportunities for open discussions and suggestions related to the service philosophy.  **Hold workshops or focus groups** with families and community members to seek their insights on specific aspects of our philosophy.  **Establish online platforms** or forums for families to conveniently share their feedback and ideas about our philosophy. | *We encourage families or community members to provide feedback and contribute to reviews of our philosophy. For example:*   * through questionnaires/emails/committees * providing examples of feedback and changes. |  |  |

**Summary of Exceeding Themes Standard 7.1 Governance and Leadership**

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 7.1.1 we have identified the following exceeding theme indicators:   * *Educators and staff regularly contribute to reviews of our philosophy.* |
| 2. Practice is informed by critical reflection | In the strength example for element 7.1.1 we have identified the following exceeding theme indicators:   * *Reflecting critically on the way our philosophy aligned with service practices, priorities, and purpose, we changed it and examples are documented in the above strength section.* |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 7.1.1 we have identified the following exceeding theme indicators:   * *We encourage families or community members to provide feedback and contribute to reviews of our philosophy.* |