**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 25, 12 to 16 August 2024 - QIP Suggestions - complete and copy this into your QIP

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| **Element 7.1.3** | **Roles and responsibilities** *Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.* |
| **Strengths** | **MEETING**Educators notice unsafe environments. During a routine outdoor play inspection, educator noticed a broken piece of play equipment with sharp edges. Immediately, they cordoned off the area to prevent access, documented the hazard, and reported it to management for repair. This action ensured the safety of the children until the equipment was fixed.Educators refer to the national law, regs or NQS when unsure about what they should be doing. For example, when unsure about the requirements for documenting children's learning, I referred to Regulation 74 of the National Regulations, which provides clear guidelines on maintaining accurate and up-to-date records of children's development and progress. This ensured compliance and quality in our documentation process.Educators help families understand their role includes supporting families to access information or resources about parenting and family wellbeing. For example, a family expressed concerns about their child's biting behaviour. I provided them with resources on behaviour guidance and arranged a meeting with our inclusion support specialist. We discussed strategies and support available, ensuring the family felt supported and informed about managing and understanding their child's behaviour.**EXCEEDING****Embedded practice -** Our service philosophy, core values, and reporting structure clarify staff roles and responsibilities. For example, each staff member reports to a single manager; Regular meetings occur between room leaders and the NS, NS and EL, and EL and educators. Our values promote continuous improvement, high-quality learning outcomes, protecting children, positive relationships, and professional standards.**Critical Reflection -**Educators reflect on service roles and responsibilities and this improves practice and strengthens continuous improvement. For example, our team recently reflected on roles and responsibilities during a staff meeting. We discussed the distinction between the NS role and the person in day-to-day charge. Clarifying these responsibilities helped us ensure the right person is the "responsible person" under national law. This reflection improved our practice and strengthened our continuous improvement efforts.**Families and community -** We support families to understand the roles and responsibilities of educators, staff and managers. For example, a parent was unsure about the role of our educational leader. I explained how the EL supports all educators by providing coaching and positive feedback. I also shared our service's philosophy and the EL's role in promoting high-quality learning outcomes. This helped the parent understand the importance of the EL in our team.**Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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| **Element 7.1.3** | **Roles and responsibilities** *Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.* |

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** |
| 7.1.3 | Educators and staff not consistently referring parents to relevant policies/procedures | Ensure educators and staff consistently refer parents to relevant policies/procedures to support their actions |  | 1. Review and compile all relevant policies/procedures. 2. Develop an easy-to-follow reference guide for educators and staff. 3. Conduct training sessions to educate educators and staff on the importance of policy/procedure referral. 4. Establish a practice of providing parents with clear explanations and written references to policies/procedures. | *Educators and staff refer parents to relevant policies/procedures to support their actions. For example:** Sleep and Rest Policy – safe sleeping and sleep duration
* Infectious Diseases Policy – exclusion
* Educator and Management Policy – Code of Conduct (parents)
* delivery and collection of children – who can pick up
* acceptance and refusal of authorisations – verbal vs written authorisations
* administration of Authorised Medication Policy – yes or no to Panadol
* Grievance Policy – complaints
* Head Lice Policy
* Medical Conditions Policy – medical plans
* Relationships with Children Policy – behaviour guidance
* Photography Policy
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| 7.1.3**Exceeding Embedded** | Staff not fully understanding their roles and responsibilities based on our philosophy, core values, and reporting structure | Ensure that our philosophy, core values, and reporting structure help all staff understand their roles and responsibilities clearly |  | 1. Review and update our service's philosophy and core values to clearly reflect our approach to roles and responsibilities. 2. Develop a communication plan to share these updates with all staff members. 3. Implement regular training sessions to explain how our philosophy, core values, and reporting structure guide their roles. 4. Establish open forums for staff to ask questions and discuss their understanding. | *Our philosophy, core values, and reporting structure help all staff understand their roles and responsibilities. For example:** we have only one direct report/manager
* we conduct regular meetings between room/group leaders and NS, NS and EL, EL and educators
* our values/philosophy promote:
	+ continuous improvement
	+ high-quality learning outcomes
	+ protecting children from harm
	+ positive relationships between staff, children, families, and community

professional standards. |  |  |
| 7.1.3**Exceeding Critical reflection** | Limited reflection on service roles and responsibilities impacting practice and improvement | Facilitate regular reflection by educators on their roles and responsibilities to drive better practice and continuous improvement |  | 1. Educate educators on the importance of reflective practice and its impact on service quality. 2. Incorporate reflection time into weekly team meetings or professional development sessions. 3. Provide guidance on what aspects of roles and responsibilities to focus on during reflection. 4. Encourage educators to share insights and improvements based on their reflections. | *Educators reflect on service roles and responsibilities and this improves practice and strengthens continuous improvement. For example,* reflections about:* owners on the floor following relevant roles and taking responsibility
* the role of the EL in supporting all educators (open to new ideas, positive criticism, coaching)
* EL supports (such as for assistant ELs)
* the difference between NS role and person in day-to-day charge (NS has more responsibilities under national law/regs – when present they should be the “responsible person”
* whether the team is functioning effectively (why/why not)
* the flow of communication/information between educators and admin manager/NS
* the interaction of ECTs with other roles
* the effectiveness of room/group leaders (is room/group in chaos or running smoothly?)
* who’s responsible for making community connections
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| 7.1.3**Exceeding Families and community** | Educators not effectively helping families access information or resources for parenting and family wellbeing | Improve educators' support for families by providing information and resources about parenting and family wellbeing |  | 1. Develop a clear communication plan to inform families about our role in providing information and resources. 2. Provide training for educators on available resources and strategies for engaging with families. 3. Implement regular communication channels (newsletters, workshops, one-on-one sessions) to share relevant information. 4. Encourage educators to actively discuss and address families' questions and needs related to parenting and family wellbeing. | *Educators help families understand their role includes supporting families to access information or resources about parenting and family wellbeing. For example,*cases where:* a child has additional needs
* a child is biting other children
* a child has mental or physical health issues
* a family needs financial/emotional support (bushfire, flood, death in family)
* a family is unsure if a child is meeting developmental milestones
* a family is from a diverse cultural background
* the family are refugees
* there are child protection issues (domestic violence)
* support is provided about healthy eating and lifestyles
* support is provided around safe-sleeping practices, colic, unsettled babies, teething, dental care, smoking with children in cars, toilet training, childhood illnesses, car restraints.
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**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 7.1.3 we have identified the following exceeding theme indicators:* *Our philosophy, core values, and reporting structure help all staff understand their roles and responsibilities.*
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| 2. Practice is informed by critical reflection | In the strength example for element 7.1.3 we have identified the following exceeding theme indicators: * *Educators reflect on service roles and responsibilities and this improves practice and strengthens continuous improvement.*
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| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 7.1.3 we have identified the following exceeding theme indicators:* *We support families to understand the roles and responsibilities of educators, staff and managers.*
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