**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 29 9 to 13 September 2024 - QIP Suggestions - complete and copy this into your QIP

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| **Element 4.2.1** | **Professional collaboration** Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other’s strengths and skills. |
| **Strengths** | **MEETING - Leveraging Diverse Educator Strengths for Enhanced Learning.** Our team uses each educator’s strengths and backgrounds to enhance learning. For example, one with admin experience excels in documentation; another with a love for Korean culture enriches cultural projects. A carer for a toddler brings structure and policy knowledge, while a former retail worker engages with children through singing. This diversity allows us to create a dynamic, inclusive learning environment tailored to children's needs.  **Collaborative Information Sharing to Support Children and Families.** Our team regularly shares information to support children's and families' needs. We discuss strategies for children with additional needs, families facing temporary or ongoing challenges, and those experiencing changes like a new baby. By collaborating on learning and behaviour management strategies, we tailor our approach to each child's unique strengths and needs, fostering a responsive and supportive environment for all.  **Fostering a Culture of Inquiry and Continuous Improvement.** We promote a culture of inquiry and continuous improvement by engaging in weekly professional development, seeking better ways to meet children's needs, and using reflective practices. Our educational leader supports this through activities that encourage critical thinking and refinement of practices. This approach helps educators continuously improve their skills and adapt to new educational challenges and opportunities.  **EXCEEDING**  **Embedded practice -** Our approach to collaboration aligns with our service philosophy and code of conduct by maintaining professionalism and respect in all interactions. We prioritise continuous improvement, value every educator's ideas regardless of experience, and cooperate to achieve high-quality outcomes. By sharing the latest research and recognised guidance, we ensure our practices reflect the highest standards and work effectively as a cohesive team to improve children's learning experiences.  **Critical Reflection -**All educators, including new ones, regularly collaborate and learn from each other's strengths. We have mentoring and coaching activities, structured induction procedures, and regular team meetings where every educator’s input is valued. Recognising individual strengths and skills, educational leaders provide activities and follow-ups after professional development, ensuring everyone’s continuous growth and contribution to the team’s success.  **Families and community –**Our educators view diversity as a strength and actively promote inclusiveness and a sense of belonging for all children, families, and the community. We respect and celebrate differences in ability, gender, appearance, culture, religion, socio-economic background, and family structure. We incorporate these diverse elements into our practices, ensuring every child feels valued and included, including those from Aboriginal and Torres Strait Islander backgrounds.  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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| **Element 4.2.1** | **Professional collaboration** Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other’s strengths and skills. |

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** |
| 4.2.1 | Some educators are struggling with planning engaging art activities for children. | Enhance art activity planning using each educator's strengths. |  | Share each educator's art-related strengths and interests.  Collaborate to create a list of diverse art activities.  Assign activity planning based on individual strengths. | *Educators use the strengths, skills, and backgrounds of each educator in their team. For example,* we consider previous careers/interests/hobbies. This includes:   * calm, caring, runs a great group time, great admin skills – was employed in an office before ECEC * great at planning * loves Korean culture, is great at extending projects based on children’s interest * is a carer for a young toddler, very process driven and loves policies and procedures * sings, engaging, worked in retail * great at building relationships with children, likes art   great at teaching children new skills, developing engaging routines and demonstrating to other educators. |  |  |
| 4.2.1  **Exceeding  Embedded** | Educator teams have different interpretations of the service philosophy. | Align educator practices with the service philosophy and ethical guidelines. |  | Conduct training sessions on the service philosophy and ethics.  Collaboratively develop guidelines for applying the philosophy in daily practices.  Regularly review practices to ensure alignment. | *Our educator teams and rooms/groups collaborate in ways consistent with our philosophy, and code of conduct/ethics. For example, they:*   * are professional, and respectful during interactions at all times (including … * focus on continuous improvement, for example … * focus on improving outcomes for children so all educators’ views and ideas are valued irrespective of experience or seniority, such as … * cooperate to achieve improved outcomes including … * focus on high-quality learning outcomes, such as sharing the latest research/recognised guidance * work effectively as a team, including … |  |  |
| 4.2.1  **Exceeding  Critical reflection** | Educators are missing opportunities to learn from each other's experiences. | Create a culture of sharing experiences and learning from them. |  | Schedule regular "Share and Learn" sessions during staff meetings.  Invite educators to share challenges they've faced and lessons learned.  Encourage open discussions and suggestions. | *All educators, including new educators, are given regular opportunities to work collaboratively and to share and learn from each other’s existing and developing strengths and skills. For example:*   * mentoring/coaching activities * induction procedures * regular team meetings where all input is valued, such as ... * recognition of individual educator’s strengths and skills ( * EL input/activities * follow-up to educators’ participation in PD. |  |  |
| 4.2.1  **Exceeding  Families and community** | Educators don't always recognise the value of diverse backgrounds in their team. | Help educators see diversity as a source of strength and innovation. |  | Share success stories where diverse perspectives led to creative solutions.  Encourage educators to share personal cultural experiences.  Collaborate on projects that embrace different viewpoints. | *All educators recognise diversity as a strength and work together to promote a culture of inclusiveness and sense of belonging for all.*  Examples that promote diversity relate to:   * ability * gender * appearance * culture/religion * socio-economic background * family structure. |  |  |

**Summary of Exceeding Themes Standard 4.2 Professionalism**

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 4.2.1 we have identified the following exceeding theme indicators:   * *Our educator teams and rooms/groups collaborate in ways consistent with our philosophy, and code of conduct/ethics.* |
| 2. Practice is informed by critical reflection | In the strength example for element 4.2.1 we have identified the following exceeding theme indicators:   * *All educators, including new educators, are given regular opportunities to work collaboratively and to share and learn from each other’s existing and developing strengths and skills.* |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 4.2.1 we have identified the following exceeding theme indicators:   * *All educators recognise diversity as a strength and work together to promote a culture of inclusiveness and sense of belonging for all.* |