**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 30 16 to 20 September 2024 - QIP Suggestions - complete and copy this into your QIP

|  |  |
| --- | --- |
| **Element 4.2.2** | **Professional Standards** Professional standards guide practice, interactions and relationships. |
| **Strengths** | **MEETING - Sources accessed for professional standards:** To ensure professional standards in practice, educators access multiple resources, such as weekly professional development, webinars, and training sessions. Policies and Procedures, including the Educator and Management Policy, guide conduct. The Early Childhood Australia (ECA) Code of Ethics is another essential source, providing a framework for ethical and professional decision-making.  **Recognising and reducing personal biases:** Recognising and reducing personal biases involves ongoing reflective practice, often done collaboratively with team members. Engaging in relevant professional development, such as workshops on cultural awareness or inclusion, helps educators examine their values and assumptions. This critical reflection allows them to actively minimise bias in their interactions with children, families, and colleagues, promoting fairness and respect.  **Professional interaction with a family:** An example of professional interaction is greeting families by name and engaging in meaningful conversations that respect their views and expertise. For instance, involving families in discussions about their child’s learning and incorporating their cultural traditions into the program. Respecting privacy and maintaining confidentiality are essential, as is directing families to service policies when needed, such as during complaints or discussions about service operations.  **EXCEEDING**  **Embedded practice -** **Interactions within the community**: All interactions between educators and the community aim to foster respect and positivity. This is ensured through regular reviews of the Code of Conduct and managing staff performance when expectations aren’t met. Recruitment processes focus on cultural fit, and teamwork training and mentoring help staff develop strong community engagement. Community partnerships with local organisations and members further enhance a collaborative and supportive service environment.  **Critical Reflection -****Interactions within the community**: All interactions between educators and the community aim to foster respect and positivity. This is ensured through regular reviews of the Code of Conduct and managing staff performance when expectations aren’t met. Recruitment processes focus on cultural fit, and teamwork training and mentoring help staff develop strong community engagement. Community partnerships with local organisations and members further enhance a collaborative and supportive service environment.  **Families and community – Culturally sensitive communication**: To ensure culturally sensitive communication, our team regularly partners with local organisations, Elders, or community members for guidance on cultural practices. We also engage directly with families to understand their cultural backgrounds and communication preferences, ensuring respect and inclusivity in all interactions. This approach helps us build strong, supportive relationships with diverse families, allowing us to tailor our communication and engagement strategies effectively.  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

|  |  |
| --- | --- |
| **Element 4.2.2** | **Professional Standards** Professional standards guide practice, interactions and relationships. |

Improvement plan (identified through assessment against NQS indicators)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |
| 4.2.2  Week 30 | Lack of clear communication among staff. | Improved communication and teamwork among staff |  | Hold regular team meetings to improve communication.  Provide communication training for staff. | Increased staff satisfaction survey scores on communication.  Fewer misunderstandings or conflicts among staff. |  |  |
| 4.2.2  Week 30  **Exceeding  Embedded** | Recognised that staff interactions with the community need improvement, such as inconsistent communication with parents. | Strive for improved and consistent positive interactions with the community, particularly parents and guardians. |  | Organise regular meetings or events for parents to connect with staff.  Implement a communication strategy to ensure timely and clear information sharing.  Provide training to staff on effective communication and professionalism. | We ensure the service atmosphere is positive and respectful, and staff interact professionally with others in the community. This includes:   * regularly reviewing Code of Conduct/Ethics * managing performance of staff who don’t meet expectations, or breach the code * a robust recruitment process to ensure new staff fit the service’s culture * teamwork training * mentoring/coaching where required to improve skills * flexible work practices to support staff. |  |  |
| 4.2.2  Week 30  **Exceeding  Critical reflection** | Recognised the need to improve our response to ethical issues, such as breaches of confidentiality or conflicts of interest. | Strive for a more ethical and principled approach to address and resolve ethical dilemmas promptly and effectively. |  | Develop and communicate clear ethical guidelines and expectations for staff.  Establish a confidential reporting system for ethical concerns.  Provide training on ethical decision-making and conflict resolution.  Regularly review and update our Code of Ethics/Conduct. | *We have reflected on ethical issues and made changes. For example,*   * providing attention/support to particular child/group of children * addressing cultural issues, such as … * providing support to a particular family * providing support/partnering with particular community organisations, or reeling the lack of support * taking action to promote inclusion and participation of children * changing admin financial management practices * creating guidelines for gifts from families/community members, such as at Christmas. |  |  |
| 4.2.2  Week 30  **Exceeding  Families and community** | Identified a need to enhance our approach to engaging with culturally diverse families in a more sensitive and inclusive manner. | Strive to establish culturally sensitive ways of communicating, supporting, and engaging with all families, ensuring they feel valued and respected. |  | Conduct cultural competency training for staff.  Create a cultural diversity committee to gather insights and input from families.  Develop and implement strategies for culturally sensitive communication and engagement.  Regularly review and update our approach based on feedback and observations. | *We have established culturally sensitive ways to communicate, support, and engage with families, such as:*   * partnering/liaising with local organisation/Elder/community member for provided advice * speaking with families to learn more about their culture and communication preferences. |  |  |

**Summary of Exceeding Themes Standard 4.2 Professionalism**

|  |  |
| --- | --- |
|  |  |
| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 4.2.2 we have identified the following exceeding theme indicators:   * We ensure the service atmosphere is positive and respectful, and staff interact professionally with others in the community. |
| 2. Practice is informed by critical reflection | In the strength example for element 4.2.2 we have identified the following exceeding theme indicators:   * We have reflected on ethical issues and made changes. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 4.2.2 we have identified the following exceeding theme indicators:   * We have established culturally sensitive ways to communicate, support, and engage with families. |