**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 31 7 to 11 October 2024 - QIP Suggestions - complete and copy this into your QIP

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| **Element 6.2.1** | **Transitions** Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities. |
| **Strengths** | **MEETING -** Service practices for transitioning to new groups or rooms: Our service ensures smooth transitions by introducing children to new educators and environments early. Two weeks prior, we discuss the upcoming move positively, refer to new educators in conversations, and schedule visits to the new room. Parents are included in these visits, fostering familiarity. Educators visit children in their current room to build rapport, creating a sense of security and easing anxiety.  Supporting children during unexpected transitions or casual bookings: When children arrive unexpectedly, educators welcome them by using their name, introducing them to the group, and inviting them into ongoing activities. We ask the child and their family about their interests and strengths, incorporating these into the day if possible. If the child has experienced a traumatic event, additional comfort is provided. Continuous monitoring ensures the child feels safe and supported, and parents are consulted for any additional needs.  Communication about child absence or illness: To ensure all educators are informed when a child is absent due to illness or other reasons, our service has a communication chain where parents notify the front office or designated contact. This information is passed on to all relevant educators. If a child is absent without notice, the service follows up with the family to confirm their well-being. Educators are updated via communication platforms to ensure the child's group knows the reason for the absence.  **EXCEEDING**  **Embedded practice -** Clarifying responsibilities and collaborating with families and educators: Our team promotes continuity of learning by creating collaborative partnerships with families and new educators. Before transitions, we hold meetings with families to share detailed reports about the child’s progress, strengths, and interests. New educators are introduced early, and joint visits with families are arranged to familiarise children with the new environment. We ensure that responsibilities are clear, and everyone knows their role in supporting the child.  **Critical Reflection -*****Transition practices consistent with theory, frameworks, and policies:*** *Our transition practices are aligned with socio-cultural theories like Vygotsky and Malaguzzi, emphasising children as active participants. Using the EYLF/MTOP frameworks, we focus on building continuity by recognising children’s prior experiences. Our policies, such as the “Transition to School Procedure” and “Orientation for Children Policy,” guide the process. We aim to foster children’s security and confidence by maintaining relationships and preparing them for transitions through intentional teaching strategies.*  **Families and community – *Supporting children’s resilience and wellbeing through collaboration:*** *Collaborative partnerships with families and the community play a vital role in supporting children’s resilience during transitions. We regularly visit local schools with children to familiarise them with their future environment. For children with additional needs, we work closely with inclusion support services and families to create tailored transition plans. These partnerships ensure that children feel secure and supported, boosting their confidence and emotional wellbeing during this critical time.*  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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| **Element 6.2.1** | **Transitions** Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities. |

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** |
| 6.2.1  Week 31 | Lack of clear communication during child transitions. | Ensure smooth transitions for children. |  | Establish a communication system for educators.  Create transition plans for each child.  Train educators to provide emotional support.  Maintain consistent routines.  Implement safety protocols.  Engage families in the transition process.  Make informed decisions based on comprehensive info.  Collaborate with professionals when needed. | Smooth and stress-free child transitions. |  |  |
| 6.2.1  Week 31  **Exceeding  Embedded** | Inconsistent support for child transitions. | Ensure smooth and effective transitions for all children. |  | Create a clear communication system.  Make personalized transition plans.  Train for emotional support.  Keep routines consistent.  Track child development.  Ensure safety.  Engage families.  Use info for decisions.  Team up with pros when necessary. | *Educators* *systematically promote continuity of learning and effective transitions for each child in the following ways:*   * We share information about children with new educators, talk to children positively about the move to a new room at least two weeks before the move. We refer to new educators in daily conversations, invite new educators to visit children in their current room several times. We introduce them to the children and encourage children to play with them. We take children and parents/guardians on several visits to the new room before the move happens. * Transition to School Procedure. Educators tell parents/guardians how they can help their child get ready for school. Educators give parents/guardians a school readiness report in October. Educators take children on excursions to local school(s) near the end of year. Educators encourage children to bring a school lunch for a week in December. |  |  |
| 6.2.1  Week 31  **Exceeding  Critical reflection** | Lack of alignment with practice theory, learning frameworks, and service policies. | Ensure transition practices are in line with theory, learning frameworks, and service policies. |  | Review practice theory and guidelines.  Align transition practices with approved learning frameworks.  Update service policies to match best practices.  Train educators on the new approach. | *Educators’ transition practices are consistent with practice theory, the approved learning framework/s, and the service’s policies and procedures. For example, our:*   * Orientation for Children Policy * Procedures – transition to a new room procedure, transition to school procedure, transition between settings procedure * EYLF/MTOP Practice – Continuity of learning and transitions – “Building on children’s prior and current experiences helps them to feel secure, confident and connected to familiar people, places, events and understandings. Children, families and early childhood educators all contribute to successful transitions between settings. In partnership with families, early childhood educators ensure that children have an active role in preparing for transitions.” * Socio-cultural approach – Vygotsky, Malaguzzi, Rogoff, Fleer – Children are active participants in their learning, educators use intentional teaching, relationships and cultural participation lead to learning. |  |  |
| 6.2.1  Week 31  **Exceeding  Families and community** | Limited collaboration with families or the community during transitions. | Support children's resilience and wellbeing through strong partnerships. |  | Strengthen communication with families.  Engage families in transition planning.  Encourage community involvement.  Share resources and guidance with families. | *Educators’ collaborative partnerships with families or the community supports children’s resilience and wellbeing during transitions. For example:*   * undertaking processes with families outlined in transition procedures * establishing professional relationships with local schools * visiting schools * advising of inclusion support agencies/services for children transitioning with additional needs. |  |  |

**Summary of Exceeding Themes Standard 6.2 Collaborative Partnerships**

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 6.2.1 we have identified the following exceeding theme indicators:   * Educators systematically promote continuity of learning and effective transitions for each child. |
| 2. Practice is informed by critical reflection | In the strength example for element 6.2.1 we have identified the following exceeding theme indicators:   * Educators’ transition practices are consistent with practice theory, the approved learning framework/s, and the service’s policies and procedures. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 6.2.1 we have identified the following exceeding theme indicators:   * Educators’ collaborative partnerships with families or the community supports children’s resilience and wellbeing during transitions. |