**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 38, 25 to 29 November 2024 - QIP Suggestions - complete and copy this into your QIP

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| **Element 7.2.1** | **Continuous Improvement**There is an effective self-assessment and quality improvement process in place.  |
| **Strengths** | **MEETING -** An example of passing on information from families, children, or the community to improve service outcomes is during policy reviews where family feedback on communication practices was considered. For instance, parents noted that direct communication through weekly emails was more effective than newsletters. This feedback prompted a change in the communication channel, enhancing parent engagement and information flow. Additionally, feedback on managing medical conditions led to more tailored support plans, ensuring children’s safety and wellbeing.To self-assess practice against the EYLF/MTOP, I regularly reflect using the framework's indicators. This involves examining outcomes and aligning activities with the principles of belonging, being, and becoming. I use reflective practices like journaling and team discussions, comparing our daily routines and curriculum activities with the EYLF/MTOP's Learning Outcomes. Feedback from families, peer observations, and child-focused assessments further guide the process to ensure that our practices remain child-centred and inclusive.A culture of reflection is pivotal to continuous improvement as it allows educators to critically analyse their practices and adapt based on observations, feedback, and research. For instance, weekly reflection sessions where educators share insights gained from activities help identify strengths and areas for growth. This fosters a learning environment where mistakes are seen as opportunities for development. Continuous reflection promotes a proactive mindset, ensuring that educators consistently strive for better outcomes for children and families.**EXCEEDING****Embedded practice -** Educators actively contribute to the Quality Improvement Plan (QIP) and Self-Assessment Tool through regular involvement in structured reflection activities, such as weekly professional development (PD) sessions facilitated by Centre Support (CS). During these sessions, educators review current practices, share insights, and suggest actionable improvements. This collaborative approach ensures that all voices are heard, driving continuous improvement. Regular updates to the QIP foster enhanced outcomes for children and families by maintaining a responsive and high-quality service.**Critical Reflection -**An example of managers and leaders implementing change sensitively and collaboratively is when a reflection on practice highlighted concerns about the balance between free play and intentional teaching. Leaders facilitated a team discussion to explore the issue, sharing research on the benefits of both approaches and seeking input from educators. They worked together to revise the daily schedule, ensuring a balance that respected the value of free play while integrating intentional teaching opportunities. Clear communication with families explained how this change supported children’s holistic learning. Regular reviews and feedback sessions helped the team fine-tune the approach, fostering confidence and collaboration.**Families and community –** A strong example of community partnership is collaborating with local health services to enhance professional development on managing children’s health and wellbeing. For instance, a partnership with a paediatric health organisation provided training sessions for educators on recognising early signs of developmental delays. This improved educators’ ability to support children’s needs and communicate effectively with families. Such partnerships strengthen the service’s capacity to deliver informed, holistic care, leading to better outcomes for children and reinforcing family trust in the service.**Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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| **Element 7.2.1** | **Continuous Improvement**There is an effective self-assessment and quality improvement process in place.  |

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** |
| 7.2.1Week 38 | Limited staff involvement in self-assessment. | Increase staff engagement in the self-assessment process. |  | Schedule regular staff meetings to discuss self-assessment.Provide training on the importance of self-assessment.Create a user-friendly self-assessment tool. | 100% staff participation in self-assessment discussions. |  |  |
| 7.2.1Week 38**Exceeding Embedded** | Low educator contribution to the QIP or Self-Assessment Tool. | Increase educator participation in contributing to the QIP and Self-Assessment Tool for continuous improvement. |  | Hold regular meetings to explain the importance of educator contributions.Provide training on how to effectively use the QIP and Self-Assessment Tool.Create a user-friendly platform for easy contributions. | *Educators regularly contribute to the QIP or Self-Assessment Tool, to drive continuous improvement. For example, we:* review reflection activities based on Centre Support’s weekly Professional Development activities. |  |  |
| 7.2.1Week 38**Exceeding Critical reflection** | Lack of sensitive and collaborative change implementation by managers/leaders. | Managers/leaders implement change sensitively, collaboratively, and communicate reasons effectively. |  | Conduct leadership training on ‘change management’.Establish cross-functional change teams for input.Implement transparent communication channels. | *Our managers/leaders implement change in a sensitive and collaborative way, and clearly communicate reasons for the change. For example:** Covid changes (immunisation requirements)
* changes to
	+ organisation of educators
	+ documentation of learning
	+ procedures, such as emergency rehearsals, cleaning, excursions, room routines (running sheets), meetings (frequency, agenda).
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| 7.2.1Week 38**Exceeding Families and community** | Lack of effective community partnerships supporting professional development and outcomes for children and families. | Establish community partnerships that enhance professional development and improve outcomes. |  | Identify local community organisations for potential partnerships.Reach out to selected organizations for collaboration.Develop joint training programs and family engagement activities. | *Community partnerships support our professional development plans and improve outcomes for children and families. For example:** Skill Enhancement
* Family Engagement
* Learning Opportunities
* Health Promotion
* Literacy Enrichment
* Cultural Exposure
* Nutrition Education
* Parenting Workshops
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**Summary of Exceeding Themes Standard 7.2 Leadership**

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 7.2.1 we have identified the following exceeding theme indicators:* *Educators regularly contribute to the QIP or Self-Assessment Tool, to drive continuous improvement*
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| 2. Practice is informed by critical reflection | In the strength example for element 7.2.1 we have identified the following exceeding theme indicators: * *Our managers/leaders implement change in a sensitive and collaborative way, and clearly communicate reasons for the change.*
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| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 7.2.1 we have identified the following exceeding theme indicators:* *Community partnerships support our professional development plans and improve outcomes for children and families.*
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