**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 36 11 to 15 November 2024 - QIP Suggestions - complete and copy this into your QIP

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| **Element 4.1.1** | **Organisation of Educators** The organisation of educators across the service supports children’s learning and development. |
| **Strengths** | **MEETING -** The organisation of educators supports children’s learning by aligning their strengths and interests with their roles. For instance, an educator passionate about storytelling is assigned to literacy-based activities, fostering a love for books among children. We ensure that the qualifications and experience of educators are balanced across rooms, creating an environment where collaborative learning thrives. This strategic grouping enriches children’s learning experiences and maintains safety, promoting both engagement and development.  The organisation of educators ensures children’s safety and supervision through structured strategies. For example, our playground supervision plan designates educators to specific zones, ensuring no child is unsupervised. We often exceed the minimum educator-to-child ratios, providing additional supervision when needed. Educators-in-training are never left alone with children, and we temporarily assign experienced educators to support higher-risk activities, such as cooking, to manage safety effectively.  Educators are strategically organised to enhance professional relationships and communication with families. For instance, we ensure an educator is available to welcome and interact with families during drop-off and pick-up times, building trust and rapport. We also place educators who have cultural and language skills that align with the community’s demographics, ensuring that families feel seen and supported. This approach fosters inclusive relationships and opens communication pathways, enhancing the care experience.  **EXCEEDING**  **Embedded practice -** The organisation of educators, including relief staff, consistently aligns with the service philosophy, policies, and procedures through thoughtful integration. We ensure that all educators, permanent and relief, are trained to uphold the service’s emphasis on safety, wellbeing, and inclusivity. For example, educators are briefed on inclusive practices that value diversity, enabling all children to participate fully. This consistency in approach fosters a homely, welcoming environment and supports continuous improvement.  **Critical Reflection -**We have made changes to the organisation of educators to boost children’s learning outcomes. One example is the reallocation of educators based on their individual strengths and interests, allowing them to bring expertise to specific activities such as arts or sports. This adjustment not only engages children more effectively but also supports educators’ professional growth. These changes have improved teamwork and ensured that familiar educators are present, building strong bonds with children and supporting their learning journey.  **Families and community –** Our service reflects its unique geographical, cultural, and community context by organising educators in ways that resonate with the local population. For instance, we place educators who share the cultural backgrounds of families, fostering trust and communication. In rural areas, educators familiar with farming greet and interact with families, creating a sense of shared experience. Similarly, during community events like fetes or parades, we assign creative educators to support children’s participation, reflecting local traditions and interests.  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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| **Element 4.1.1** | **Organisation of Educators** The organisation of educators across the service supports children’s learning and development. |

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** |
| 4.1.1  Week 36 | Lack of coordination among educators, impacting children's learning. | To improve coordination among educators for better support to children's learning. |  | Schedule regular team meetings. Create communication channels for educators. Share best practices and resources. Encourage collaboration on lesson planning. | *The organisation of educators supports children’s learning in the following ways.*   * We note improved learning activities/outcomes when educators can use their strengths/interests. We consider this when allocating educators to rooms/groups. * We group educators after considering qualifications/experience, that is, an effective mix supports learning and safety. |  |  |
| Week 36  **Exceeding  Embedded** |  |  |  |  | *The organisation of educators, including relief educators, consistently aligns with the service philosophy, policies and procedures in the following ways. It:*   * ensures all children can participate in activities and experiences * promotes children’s safety and wellbeing * promotes inclusive practices * ensures each child can achieve their potential * values families’ views and encourages their engagement with service * demonstrates respect for/values diversity * promotes a homely environment * supports continuous improvement. |  |  |
| Week 36  **Exceeding  Critical reflection** |  |  |  |  | *We’ve made changes to the organisation of educators to enhance children’s learning outcomes for various reasons, including to:*   * support continuity of educators * improve the mix of qualifications/experience * enable educators to use their strengths/interests * support the professional development of educators * improve teamwork and cohesion * enable familiar educators to work with children. |  |  |
| Week 36  **Exceeding  Families and community** |  |  |  |  | *The organisation of educators reflects the unique geographical, cultural, and community context of the service. For example:*   * placing educators with particular cultural/language backgrounds with children whose families have the same culture/language * fulfilling supervision requirements related to outdoor environmental features in or near the service (ponds, creeks, dams, hills) * considering educators’ strengths/interests from a community perspective. Where this is a strong community football program, the service places educators with football skills with active boys/girls. In a farming community, the service organises educators with this background to greet and interact with families. In a community that has fetes, shopping centre displays, and parades, the service places educators with strong creative background with children participating in these events. |  |  |

**Summary of Exceeding Themes Standard 4.1 Staffing Arrangements**

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 4.1.1 we have identified the following exceeding theme indicators:   * *The organisation of educators, including relief educators, consistently aligns with the service philosophy, policies and procedures.* |
| 2. Practice is informed by critical reflection | In the strength example for element 4.1.1 we have identified the following exceeding theme indicators:   * *We’ve made changes to the organisation of educators to enhance children’s learning outcomes for various reasons.* |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 4.1.1 we have identified the following exceeding theme indicators:   * *The organisation of educators reflects the unique geographical, cultural, and community context of the service.* |