**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 39, 2 to 6 December 2024 - QIP Suggestions - complete and copy this into your QIP

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| **Element 7.2.2** | **Educational Leadership** The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle. |
| **Strengths** | **MEETING -** The educational leader has provided coaching in critical reflection, focusing on assessing children’s learning through EYLF/MTOP indicators. They’ve mentored me in effectively documenting learning by capturing not only visible actions but also children’s thoughts and feelings. This guidance has improved how I plan experiences to extend learning and analyse children’s knowledge meaningfully.  The educational leader encourages activities like learning parents’ names and occupations to personalise connections. They share insights about families’ strengths and interests, pairing educators with similar traits to foster rapport. By incorporating families’ cultures into the curriculum, educators build deeper relationships while reflecting on diverse community values.  The educational leader collaborates with managers by addressing skill gaps through targeted coaching and supporting cultural shifts towards teamwork. They assist educators in adapting to new policies and procedures, including updated room leadership and staffing arrangements. The educational leader also mentors staff in implementing administrative changes, ensuring smooth transitions during organisational adjustments.  **EXCEEDING**  **Embedded practice -** The educational leader fosters ongoing inquiry by sourcing and providing professional development focused on critical reflection. They mentor educators to refine their practice, ensuring that high expectations are set for every child. Regular reviews of critical reflection practices ensure multiple perspectives are considered and help educators avoid reverting to simple evaluations.  **Critical Reflection -**The educational leader creates an inclusive environment by encouraging all educators to voice suggestions and questions during meetings and training. They provide additional support to trainees or new educators with identified skills gaps, offering one-on-one coaching to build confidence and ensure everyone actively participates in the service’s reflective practices.  **Families and community –** The educational leader utilises recognised guidance, such as ACECQA resources and professional development opportunities like weekly sessions from Centre Support. This ensures the EL remains informed on best practices, using this knowledge to mentor educators and align teaching practices with national quality standards and frameworks.  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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| **Element 7.2.2** | **Educational Leadership** The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle. |

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** |
| 7.2.2  Week 39 | Lack of clarity and consistency in the implementation of the educational program and assessment planning cycle. | To ensure that the educational leader effectively supports and leads the development and implementation of the educational program and assessment planning cycle. |  | Review current program and assessment practices. Identify areas for improvement. Create a professional development plan. Offer ongoing coaching to the educational leader. Monitor progress and adjust as needed. Collaborate with educators for alignment. | Consistent program leadership.  Improved assessment planning.  Enhanced educator collaboration. |  |  |
| 7.2.2  Week 39  **Exceeding  Embedded** | The educational leader promotes a culture of ongoing inquiry and ensures high expectations for each child’s learning. | Establish a culture of ongoing inquiry and high expectations in the educational program. |  | Professional Development for educators. Collaborative Planning among educators. Adequate Resource Allocation. Monitoring and Feedback on classroom activities. Parental Involvement in the educational process. Continuous Evaluation of the program's effectiveness. | *The educational leader promotes a culture of ongoing inquiry and works with all educators to ensure they consistently deliver a program that sets high expectations for each child’s learning. For example, the EL:*   * prepares/sources professional development on critical reflection and provides them to educators – then mentors them * regularly reviews critical reflection to ensure educators consider all perspectives and don’t slip back into evaluation. |  |  |
| 7.2.2  Week 39  **Exceeding  Critical reflection** | The educational leader consistently encourages all educators to contribute to critical reflections, discussions, and evaluations. | Foster a collaborative and reflective professional culture among educators. |  | Implement regular reflective meetings. Establish a feedback system for educators. Provide training in reflective practices. Encourage open discussions and constructive criticisms.  Integrate reflection and evaluation into daily routines. | *The educational leader consistently encourages all educators to contribute to critical reflections, discussions, and evaluations. For example:*   * requiring all educators to voice their suggestions/questions in meetings/training sessions * identifying educators who need more support and working more with them (trainees, new recruits, identified skills gaps). |  |  |
| 7.2.2  Week 39  **Exceeding  Families and community** | Educators support families and the community to understand the role of the educational leader and how this relates to their child’s participation in the program. | Enhance family and community understanding of the educational leader's role and its impact on children's participation in the program. |  | Conduct informational sessions for families and community.  Develop and distribute educational materials. Facilitate open days and interactive sessions. Encourage regular communication between educators and families. Share success stories and case studies. | *Educators support families and the community to understand the role of the educational leader and how this relates to their own child’s participation in the program. For example:*   * the EL is introduced and their role discussed during orientation, parent information evenings, parent/teacher reviews of child’s progress, pick-up/delivery if relevant/appropriate * including information about the EL and their role in communications with families (newsletters, Facebook posts, room displays). |  |  |

**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 7.2.2 we have identified the following exceeding theme indicators:   * *The educational leader promotes a culture of ongoing inquiry and works with all educators to ensure they consistently deliver a program that sets high expectations for each child’s learning.* |
| 2. Practice is informed by critical reflection | In the strength example for element 7.2.1 we have identified the following exceeding theme indicators:   * *The educational leader consistently encourages all educators to contribute to critical reflections, discussions, and evaluations.* |
| 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:   * *Educators support families and the community to understand the role of the educational leader and how this relates to their own child’s participation in the program.* |