**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 37, 18 to 22 November 2024 - QIP Suggestions - complete and copy this into your QIP

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| **Element 4.1.2** | **Continuity of staff** Every effort is made for children to experience continuity of educators at the service. |
| **Strengths** | **MEETING - Examples of service practices supporting continuity of educators**: Service practices ensuring educator continuity include recognition awards to celebrate achievements and foster loyalty. Rostering considers educator preferences and strengths, promoting job satisfaction and retention. Flexible work practices support work-life balance, reducing turnover. Tailored professional development keeps staff motivated and skilled. Effective teamwork and underperformance management help maintain morale. Mentoring programs guide staff, building their commitment and professional growth.  **Supporting relief educators for a regular pool**: To maintain a reliable pool of relief educators, we have an effective induction process that familiarises them with service policies and routines, ensuring they feel welcomed and informed. We value relief staff as essential team members, including them in all relevant communications. Their introduction to families and children is prioritised, fostering comfort and familiarity. Participation in staff events promotes team bonding, making them feel part of our supportive community.  **Example of children interacting with educators**: Continuity of educators creates a nurturing environment where children confidently interact. For example, a child who has known their educator for a long time may approach them to share stories about their weekend, expressing excitement and trust. Children may also return to their trusted educator for reassurance after exploring, indicating a secure bond. These prolonged, comfortable interactions reflect the strong connections formed, showcasing the educator’s positive impact on the child’s emotional wellbeing.  **EXCEEDING**  **Embedded practice -** **How continuity of educators enhances children’s wellbeing, learning, and development**: Continuity of educators supports children’s wellbeing by fostering trust and security, essential for emotional development. With consistent educators, children develop stronger attachments, which enhance confidence and encourage active participation in learning. Consistent staff also better understand each child’s unique strengths, needs, and interests, tailoring learning experiences to maximise growth. This continuity aligns with EYLF/MTOP outcomes by nurturing meaningful relationships that underpin effective learning.  **Critical Reflection -****Example of team reflection on continuity improvement**: A team reflection on continuity highlighted past challenges where high turnover disrupted relationships and impacted learning. For example, in a meeting discussing Q1 observations, the team noted how children showed signs of distress during transitions with unfamiliar educators. This prompted changes, such as rostering adjustments and prioritising professional development to retain staff, ensuring more consistent educator-child interactions and improved relationship-building practices.  **Families and community – Example of seeking and using family input**: Family input is gathered through surveys, meetings, and regular conversations to support secure educator-child relationships. For instance, parents are encouraged to share details about their child’s behaviours, needs, and home routines. This information helps educators adapt strategies that resonate with the child’s experiences, such as incorporating their favourite activities into daily programs. This practice strengthens trust, making children feel understood and promoting continuity as families witness the positive impact.  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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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** |
| 4.1.2  Week 37 | High staff turnover affecting children's stability and learning | To achieve a stable team of educators, enhancing children's sense of security and learning continuity |  | Review and improve compensation and benefits.  2. Develop a robust professional development program.  3. Implement a mentorship system for new staff. 4. Regular staff well-being checks and support systems. | Reduced staff turnover rate. Positive feedback from children and parents. Improved staff satisfaction surveys. |  |  |
| 4.1.2  Week 37  **Exceeding  Embedded** | Lack of continuity of educators impacting children's wellbeing, learning, and development | Ensure consistent educator presence to enhance children's wellbeing, learning, and development |  | 1. Implement stable scheduling to reduce educator rotation. 2. Create a mentorship and support program for educators. 3. Offer competitive benefits and professional development to retain staff. 4. Regular feedback sessions with educators and families to assess needs and satisfaction. | *Continuity of educators enhances children’s wellbeing, learning, and development. We aim to ensure this.*   * We base EYLF/MTOP learning outcomes on the relationships children have with their family, educators, friends, and community members. A high turnover of educators affects the relationships children are able to develop with them, which in turn leads to lower quality learning outcomes. * We appreciate continuity enhances opportunities to understand each child’s strengths, needs, interests, and family situation. |  |  |
| 4.1.2  Week 37  **Exceeding  Critical reflection** | Insufficient use of team reflections for improving continuity, not adequately addressing past negative outcomes | Enhance educator continuity by effectively using team reflections to learn from past experiences and make informed changes |  | 1. Conduct regular team reflection sessions focused on continuity issues. 2. Analyze past incidents of poor continuity and their impacts. 3. Develop action plans based on reflections to address identified issues. 4. Implement changes and monitor their effectiveness. 5. Foster a culture of open communication and continuous improvement. | *Team reflections, including those that consider negative continuity outcomes in the past, improve continuity of educators. For example:*   * recognition awards * rostering/room allocations based on educator preferences and strengths * flexible work practices * professional development based on staff needs and goals * ensuring teams work effectively, effective management of underperformance * effective coaching/mentoring. |  |  |
| 4.1.2  Week 37  **Exceeding  Families and community** | Lack of family input in supporting children's relationships with educators and continuity | Enhance children’s secure relationships with educators and promote continuity through active family engagement and input |  | 1. Implement regular structured feedback mechanisms for families (surveys, meetings). 2. Use family input to understand children's needs and preferences better. 3. Incorporate family feedback into educator assignment and interaction strategies. 4. Provide regular updates to families on the impact of their input. 5. Foster ongoing dialogue between families and educators. | *Family input is sought and used to support children’s secure relationships with educators and promote their continuity. For example, we seek*   * family input about a child’s behaviour at home, diagnosed/undiagnosed conditions, and their interests and strengths, to support behaviour, communication needs/preferences, and out-of-service activities. |  |  |

**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 4.1.2 we have identified the following exceeding theme indicators:   * *Continuity of educators enhances children’s wellbeing, learning, and development.* |
| 2. Practice is informed by critical reflection | In the strength example for element 4.1.2 we have identified the following exceeding theme indicators:   * *Team reflections, including those that consider negative continuity outcomes in the past, improve continuity of educators.* |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 4.1.2 we have identified the following exceeding theme indicators:   * *Family input is sought and used to support children’s secure relationships with educators and promote their continuity.* |