



Assess your practice first.

Read the below description and evaluate it in relation to your practices.

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.

If you are doing similar practices to the example, use the below question to help you write your **'exceeding practice for embedded'** description so you can add it to your QIP or SAT (NSW only).

For **Exceeding** the QIP and Self-Assessment Tool (SAT)

Please discuss how you regularly and actively contribute to the service Quality Improvement Plan or Self-Assessment Tool, and how this process drives continuous improvement in service quality and enhances outcomes for children and families.

If you and your educators need to learn how to achieve exceeding – embedded practice, proceed here and do below.

The following section outlines the steps to ensure you are exceeding in Embedded Practice. If you have already successfully completed the previous section demonstrating how you are exceeding in Embedded Practice, you do not need to complete this section.

Look at the words in detail to identify what is exceeding.

Please discuss how you regularly and actively contribute to the service Quality Improvement Plan or Self-Assessment Tool, and how this process drives continuous improvement in service quality and enhances outcomes for children and families.

There are two parts of the question above, here is how we can look at each part.

Part 1: Regular and Active Contribution to the Quality Improvement Plan (QIP) or Self-Assessment Tool

My active contribution to the QIP and Self-Assessment Tool means that I regularly attend meetings with my colleagues and leaders to talk about how we can make our school even better. During these meetings, we look at things like how the children are doing in class, what parents and other teachers say, and any challenges we face. We use this information to decide what we should work on to improve. For example, we might notice that some children need more help with reading, so we decide to create a special reading program. I might be in charge of finding fun books for the program.

Part 2: Driving Continuous Improvement and Enhancing Outcomes

Being a part of these improvement efforts makes our school better over time. When we focus on these improvements, we make sure that children have a great learning experience. For example, because we started the reading program, children who struggled with reading before are now improving. Parents are happy

because they see their kids doing better, and they trust our school even more. By actively working on these improvements, we're making sure that our school is the best it can be for children and families.

It is important to ensure that we make it **very clear how these above concepts have created change in your service.**

Please discuss how you regularly and actively contribute to the service Quality Improvement Plan or Self-Assessment Tool, and how this process drives continuous improvement in service quality and enhances outcomes for children and families.

Weekly Reflection Meetings

Participate in team meetings where educators reflect on practices, share observations, and identify areas for improvement. Use these discussions to provide input for updates to the Quality Improvement Plan (QIP), ensuring it reflects current needs and goals.

Parent Feedback Integration

Actively gather feedback from families through surveys, suggestion boxes, or informal conversations. Share this information during QIP reviews to enhance communication strategies, programming, and engagement with families.

Documentation and Evidence Collection

Regularly document children's learning experiences, progress, and observations. Provide this evidence to inform the QIP, aligning practices with the National Quality Standard (NQS) and EYLF/MTOP outcomes.

Collaborative Curriculum Planning

Work with colleagues to evaluate how well planned activities meet learning outcomes. Suggest changes to improve alignment with the service philosophy and QIP goals, supporting continuous improvement in the curriculum.

Professional Development Feedback

After attending training sessions or workshops, share insights with the team and suggest ways to incorporate new strategies into daily practices. This ensures the QIP benefits from up-to-date knowledge and practices.

Reviewing Policies and Procedures

Actively participate in policy review sessions, providing

practical feedback on how policies align with daily practices. Suggest updates to better meet service objectives and regulatory requirements, contributing to the QIP's development.

Reflective Journals

Maintain a reflective journal documenting successes, challenges, and ideas for improvement in your practice. Use this as a personal resource to contribute to QIP updates, ensuring a proactive approach to continuous improvement.

Your turn. Select a point from above and break it down into the subsections.

How do you regularly and actively contribution to the Quality Improvement Plan (QIP) or Self-Assessment Tool?

How does this driving continuous improvement enhance outcomes for children?

Week 38, 25 to 29 November 2024 – 7.2.1 Continuous Improvement

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