# 7.2.1 Continuous improvement

There is an effective self-assessment and quality improvement process in place.

Cycle of continuous improvement includes:

* self-assessment of practice against the NQS and learning outcomes in the EYLF/MTOP
* reviewing staff performance
* reviewing feedback and complaints from families, children, and the community.

|  |  |
| --- | --- |
| To **MEET** QIP and Self-Assessment Tool (SAT) | To **EXCEED** the QIP and Self-Assessment Tool (SAT) |
| Please give an example of the way you’ve passed on information from families, children or the community that could be used to improve service outcomes or practices.  | 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. |
| 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. | 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. |
| Please explain how you self-assess your practice against the EYLF/MTOP.  | Please give an example of the way service managers/leaders implemented change in a sensitive and collaborative way, including clearly communicating the reason for the change. |
| 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'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. | 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. |
| Please discuss how a culture of reflection contributes to continuous improvement.  | Please give an example of a community partnership that supports your professional development and improves outcomes for children and families.  |
| 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. | 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. |
| Please give an example of the way your regular performance reviews contribute to improved practices and outcomes for children.  | Please discuss how leaders, including the educational leader and room/group leaders, consistently promote continuous improvement.  |
| Regular performance reviews contribute significantly to improved practices and outcomes by identifying professional development needs and fostering targeted training. For instance, reviews may highlight the need for courses on behaviour management, resulting in more effective strategies in the classroom. Mentoring provided during these reviews also supports less experienced educators, fostering skill development and confidence. Recognising individual goals and strengths ensures educators feel valued, which directly enhances their engagement and the quality of care provided. | Leaders, including the Educational Leader (EL) and room leaders, promote continuous improvement through targeted mentoring and collaborative practices. The EL provides coaching that supports educators in refining lesson plans and fostering innovative teaching approaches. Regular meetings involve staff discussing challenges and brainstorming solutions, leading to actionable strategies. Performance reviews align educator practices with job descriptions, ensuring standards are met. Continuous PD through CS workshops keeps all educators engaged and informed, driving excellence in service delivery. |
| Please explain how all educators and staff are regularly involved in updating the QIP. | Give an example of how all staff regularly reflect on staff or service performance against the NQS to understand where their performance is against the exceeding NQS indicators. |
| All educators and staff are involved in updating the QIP through collaborative efforts such as weekly reflection meetings and professional discussions. These sessions, guided by the Educational Leader or Nominated Supervisor, involve reviewing current practices, collecting feedback, and aligning improvements with NQS standards. Staff contribute ideas from daily observations and interactions, ensuring the QIP reflects the collective input and experiences of the entire team. This continuous involvement helps keep the QIP relevant and focused on quality enhancements. | Staff regularly reflect on service performance against the National Quality Standard (NQS) through weekly PD sessions with Centre Support. These sessions encourage collective reflection on daily practices and alignment with exceeding NQS indicators. For example, educators might discuss how current teaching strategies align with the NQS quality areas, identifying gaps and planning improvements. Reflective journals, team discussions, and evidence from daily routines contribute to a comprehensive understanding of the service’s strengths and areas for growth, promoting a shared commitment to high standards. |