SEMANN & SLATTERY

MORE THAN JUST A QIP: IMAGINATION AND IMPACT

WHAT DO THE STANDARDS SAY:

The aim of a QIP is to help providers **self-assess** their performance in delivering quality education and care, and to plan future improvements. The QIP also helps regulatory authorities with the assessment of the service.

The Quality Improvement Plan (QIP) must:

- include an assessment of the programs and practices at the service against the National Quality Standard and National Regulations
- identify areas for improvement
- include a statement about the service's philosophy.
- updated at least once a year
- available on request by the regulatory authority or parents of a child enrolled or looking to enrol at the service
- available at the principal office for family day care services.

The Education and Care Services National Regulations 2017 (the National Regulations)

Getting everyone involved

Some barriers to engagement in continuous improvements:

- Is your QIP agenda too personal?
- Are your goals realistic in your organisation, and with your team?
- Is there a fear of failure in your team?
- Are the improvements seen as necessary?
- Poor communication around the QIP.

One of the important outcomes of developing the QIP, is an honest evaluation of what is currently happening across the program; and thinking of strategies which can improve any practices we identify with poor or low outcomes.

THE QUALITY IMPROVEMENT CYCLE:

SEMANN & SLATTERY

Is your self-assessment process …

- Inclusive of everyone's voice?
- Based on a culture of continuous improvement (in other words, ongoing)?
- Honest?
- Does it cover all aspects of the program and practices?

'… self-assessment and quality improvement processes should be a shared and collaborative process engaging everyone: the approved provider, nominated supervisor, services' leaders and management, co-ordinators, educational leaders, educators and other service staff. Your service's journey of self-assessment and quality improvement should also provide an opportunity for collaboration with and input from children, families and the community… '
Rhonda Livingston ACECQA

To ensure team involvement leaders need to:

- ensure all team members understand the QIP objectives, and are clear on how to achieve them; and
- that all team members have the skills and attitude to support continues improvement as part of everyday practices.

What is the culture of your setting around continuous improvement?
Your organisations culture is made up of:

- Routines and rituals (written and unwritten)
- Power structures
- control systems
- Stories

SEMANN & SLATTERY

- History
- Organisational structures

ESTABLISHING A VISION FOR QUALITY

Vision is the thing inside of us that guides us. It creates a desire to grow and improve. Vision embodies our hopes and ideals. It gives us a sense of purpose. Visions brings us flashes or glimpses of what is possible.

Benefits of having a vision:

- Good visions are inspiring and exhilarating
- Help the organisation to prepare for the future
- Clarifies and crystallises the leaders' views about the organisations long term direction
- Good vision reduces risk-taking and experimentation.
- Good vision helps to motivate and morale boosting of employees.
- Good visions are competitive, original and unique.
- Good visions represent integrity, they are truly genuine and can be used for the benefit of people.

'Establishing a vision that captures our aspirations for children and families lies at the heart of improving quality. It is the engine of quality improvement and helps us all to lift our gaze from the technicalities of doing things right to making sure we deliver services that are meaningful and transformative'
Catherine Hydon

Setting goals and achieving them

- Choose goals that matter, not just give you an easy win
- Take small achievable steps towards your goals
- Frame your goals positively to bring others to the cause
- Prepare for failure

Strategies for leaders in planning and managing change:

- Communicate clearly and honestly about what the change is and what it will entail
- Develop a positive team attitude to change by communicating it as an opportunity to improve practices, working conditions and job satisfaction
- Assist individuals to understand the role of change in service survival and in ongoing improvements to the quality of care for children
- Educate and inform staff of the factors that have brought about the need for change
- Collaborate with staff and negotiate to reach agreements about how changes could be implemented
- Anticipate and plan for disruptions to service routines caused by changes such as building improvements or legislative changes
- Involve the team in developing a change management plan with roles and responsibilities of individuals and teams clearly stated
- Revise and update policies and procedures to ensure changes are implemented effectively.
- Deal with resistance to change by allowing staff to express their frustration and anxieties

- Avoid 'taking over' the process of change and allow individuals to contribute to a joint process of decision making
- Convey confidence in individuals and teams and allow them to take responsibility for implementing change
- Manage any conflict early and effectively

Keeping track of your achievements

- Monitor target dates and achievement of goals
- Have regularly scheduled meetings to ensure goals are progressing and still in line with QIP plans
- If priorities change, or successful attainment of a goal in not achieved make notes and re-write goal if required.
- Once goal has been successfully achieved, remove it from the QIP, and review for next goal to be incorporated

READING LIST / RESOURCES:

- NQS Guide
- National Quality Standard for Early Childhood Education and Care and School Age Care – Council of Australia Governments, December 2009
- The Early Years Learning Framework
- The Victoria Early Learning Framework
- My Time Our Place – Framework for School Aged Care in Australia
- CELA – The Assessment and Rating Process for LDC & Preschool

Australian Children's Education and Care Quality Authority (ACECQA)
- ACECQA website - http://acecqa.gov.au/
- Quality Improvement Plan template – available from ACECQA website
- AECCQA Facebook page
- ACECQA (Australian Children's Education and Care Quality Authority). (October 2011a). *Guide to developing a Quality Improvement Plan*. Sydney: ACECQA.
- ACECQA (Australian Children's Education and Care Quality Authority). (October 2011b). *Guide to the National Law and National Regulations*. Sydney: ACECQA.
- Livingstone, R. (2018). We Hear You. The cycle of self-assessment and continuous improvement: What do you need to consider? Part 2. ACECQA March 2018

SEMANN & SLATTERY

- Haydon, C. (2013). Pursuing best practice: What does it take to drive continuous improvement? Every Child Volume 19, Number 1 2013
- The Education and Care Services National Regulations 2017 (the National Regulations)
- NSW Department of Education (2018) *Quality Improvement Plan Template* https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/media/documents/2017-QIP.pdf
- Margaret Mead cited in: Earth at Omega: Passage to Planetisation by Donald Keys, (Epigraph of Chapter VI: The Politics of Consciousness), Quote Page 79, Published by Branden Press, Boston, Massachusetts. (Google Books Preview) WHERE IN THE DOCUMENT IS THE QUOTE