**Assessment Task: Quality Improvement Plan (QIP) Action Plan**

Word Limit: 5500

**The student must complete a Quality Improvement Plan for an early childhood education service by choosing an area for improvement, consulting with the director and other educators. The student will identify strengths, issues and relevant standards, set goals and develop an action plan with success measures and timeline. Feedback will be collected from staff and the plan will be implemented with progress notes. Documents submitted will include the QIP, feedback evidence, implementation evidence and a summary. Performance will be evaluated on consultation, information gathering, collaboration, plan creation and documentation.**

**Purpose:**

The purpose of this assessment is to identify an issue that arises from an early education and care service Quality Improvement Plan (QIP). A QIP is a document that is required by all approved providers of a children`s service. The aim of a QIP is to help centre staff to self-assess their performance in delivering quality education and care and to plan for future improvements. The QIP is used by licensing authorities to help in assessing the quality of the service provided. For more information on QIPs please refer to the ACECQA website: https://www.acecqa.gov.au/assessment/quality-improvement-plans. This assessment can be completed while on placement for EDMAS6131 Engaging Professionally 3 (EC). If you are not undertaking placement during this semester, you may either complete this assignment in your place of employment, if you are employed in a children`s service OR approach a centre to complete this assessment using your early childhood networks. Please contact your lecturer if you experience difficulty in accessing an appropriate children`s service. You will use the aspect that needs improvement as the basis for developing a small Action Research project and conducting at least one cycle.

**Task Instructions:**

In the centre-based QIP, identify an aspect of practice/operations that the service has highlighted for improvement. Where possible select an aspect relevant to disempowered groups in terms of culture, social class, gender and sexual orientation. If one of these aspects has not been identified by the service in their QIP you may choose another aspect but you must clearly articulate how cultural consideration underpins your work on the QIP including interactions and consultation with all stakeholders.

**The Action Plan**

In devising your action plan you will be conducting the first cycle of an Action Research project. Your action plan should include:

a comprehensive discussion of the issue you have chosen and critically reflect on how you plan to improve the issue, including consideration of diverse issues

* the purpose of the plan
* identify how your action will link to an NQS quality area
* the action you intend to take
* timeframe for the action - including stakeholder consultation, data collection and analysis
* data collection and analysis methods
* evaluation - how will you know that you have been successful
* progress and field notes
* reference list

Your plan must include and be supported by reference to relevant literature and research.

**Assessment Criteria:**

You will be assessed according to the extent to which you:

demonstrates knowledge of issue chosen from the Service QIP, that integrates current research and early

* childhood documents (5 Marks)
* demonstrate a broad knowledge of strategies that can be used to evaluate programs and improve
* teaching and learning (5 Marks)
* sets learning goals, plans for improvement, implements improvement, measures, analyses and proposes
* further improvement (conduct at least one cycle of Action Research) (35 Marks)
* demonstrates academic conventions (e.g., Accurate English grammar, spelling, sentence structure; and use of APA 7th edition style referencing, both in-text and reference list) (5 Marks)

**Preparation for Assessment:**

To prepare for this assessment you should be familiar with the National Quality Standards (NQS) and the National (EYLF) and State (VEYLDF) curricula. You will also need to be familiar with Action Research and its role in change management. Weekly topics on the Moodle site will assist in the understanding of Action Research and change management and the provision of quality children`s services. Time should also be spent preparing and working online and with stakeholders in the children`s service. It is anticipated that approximately 35 hours be spent in preparing for this assessment. In addition to the learning materials on Moodle, it is expected that students bring together various scenarios from work or life experiences to online discussions in either virtual classrooms or online forum discussions. Using Moodle readings and other library-sourced literature is also recommended.

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| **Assessment criteria** | **Marking Criteria** |
| Demonstrates knowledge of issue chosen from the Service QIP, that integrates current research and early childhood documents (5 Marks) | Demonstrates extensive current research and knowledge with a comprehensive discussion of the issues identified. |
| Demonstrate a broad knowledge of strategies that can be used to evaluate programs and improve teaching and learning (5 Marks) | There is a comprehensive understanding of strategies to evaluate and improve teaching and learning.  Identifies how action links to a NQS quality area. |
| Sets learning goals, plans for improvement, implements improvement, measures, analyses, and proposes further improvement (conduct at least one cycle of Action Research) (35 Marks) | The plan is extensive and identifies goals on how to improve the issue identified, including consideration of CALD issues.  Learning goals have been set based on significant consultation with stakeholders, data that has been analysed and field notes.  A clear timeframe for action is identified and is well structured considering all stake holder and is realistic.  Plan includes an evaluation that very succinctly identifies how and when the plan will be successful in meeting its goals.  There is critical reflection |
| Demonstrates academic conventions (e.g., Accurate English grammar, spelling, sentence structure; and use of APA 7th edition style referencing, both in-text and reference list. (5 Marks) | Work supported by relevant early childhood scholarly references. Outstanding accuracy in the use of APA 7th Edition referencing in both in-text and reference list - 0-1 errors across both All academic conventions e.g., spelling, grammar, sentence and paragraph structure adhered to without errors |