

SAMPLE LANGUAGE FOR A CENTRE QUALITY IMPROVEMENT PLAN

This guide provides some sample language that centres can incorporate in their quality improvement plan to illustrate how the *All In* Program content meets national standards on gender equality and inclusivity.

ACECQA requires all approved centres to ensure a Quality Improvement Plan (QIP) is in place for each service. The aim of the QIP is to help centres self-assess their performance in delivering quality care. A QIP must include an assessment of the programs and practices at a centre against the National Quality Standard and identify areas for improvement.

The inclusive content of the *All In* Program and the primary prevention against gender-based and family violence frameworks on which it is based, specifically regarding gender equity, gender diversity and gender equality, are already reflected within the National Quality Framework.

If you have already participated in the *All In* Program or have signed up to the program, below is an example of how you could plot the *All In* Program into your QIP.



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
QA1: In the program QA2: As a mode of safety and protective behaviours QA3: To create safe environments where everyone belongs QA4: All staff have and use inclusive language QA5: All children feel like they are respected, reflect and belong. All children respect each other in all their diversities and differences QA6: Any family can arrive on your doorstep and feel represented, present and inclusive openness to fully participate QA7: Management and administrative processes like enrolment are inclusive for all families as they enrol	Learning about and implementing: Gender Equity Gender Diversity Gender Equality	Understandings and demonstration of: Gender Equity Gender Diversity Gender Equality		Following the <i>All In</i> program (workshops, tasks and literature) Using the <i>All In</i> resources (books, felt boards, Affirmation Cards, songs, pedagogical strategies in the educator resources and handbook) Putting the program on educator meeting agendas Using the program as a launch pad for fully integrated practices	Childrens' use of inclusive language Educators' use of inclusive language Families' use of inclusive language Visibility of resources Affirmation of diverse identities in play, in gatherings and in everyday conversations Forms and procedures reflect inclusive language Policies are reviewed and reflect inclusive language Prevention of gender based violence through a whole setting approach		