**THIS IS AN EXAMPLE. COMPLETE YOUR QIP TEMPLATE LIKE THIS USING YOUR OWN STRENGTHS AND IMPROVEMENTS.**

**This example uses Exceeding Indicators. You can use same technique using Meeting Indicators for a Meeting rating if you wish.**

Week 13, 8 to 12 May 2023 - QIP Suggestions - complete and copy this into your QIP

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| **Element 5.1.1** | **Positive educator to child interactions** Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included. |
| **Strengths** | **MEETING**  Educators promote trusting relationships with children during routines and transitions involves being responsive to their needs and providing a safe and welcoming environment. For example, educators provide children with clear and consistent directions, using positive language and tone, and acknowledging their emotions and needs. When transitioning from free play to clean-up time, the educator gives a clear signal that it is time to start cleaning up, ask the children to help choose a clean-up song, and provide support and encouragement as needed. The educator also uses active listening and empathy to acknowledge children's feelings and respond appropriately.  Educator set up a learning environment that promote children's sense of security, confidence, and inclusion by creating a welcoming and inclusive space that reflects their interests, needs, and cultural backgrounds. This is achieved by providing a variety of materials and resources that cater to different learning styles and abilities, using inclusive language and materials, and fostering positive relationships and interactions between children.  Educators use non-verbal communication to engage with the child, such as getting down to their level, making eye contact, and using facial expressions and body language to show interest and enthusiasm. As the child continues to play and explore, the educator continues to engage with them in a sustained conversation, asking follow-up questions and offering suggestions and ideas to support their play.  **EXCEEDING**  **Embedded practice -** Our interactions with children align with our Philosophy. We interact with children in ways that reinforce positive behaviour, promote high-quality learning outcomes, meet children’s needs, promote children’s wellbeing, reflect families’ expectations, encourage children to participate, and build trusting relationships.  **Critical Reflection -**Our educators reflect on their interactions with children and make changes resulting in improved learning outcomes. We adjust practices after recognising individual biases or beliefs about children’s capabilities. Changes to communication practices have resulted in:   * increased use of visuals * instructing in small steps * syncing verbal and non-verbal * attuning to children’s non-verbal communication and cues * using more open-ended questions * reading in silly and different voices.   **Families and community -**Our educators' interactions with children are strengthened through a relationship and partnership with a child’s family and community. We:   * work with professionals and physios * elicit family information about children’s likes/dislikes, interests, strengths, needs * work with families/professionals to implement behaviour management plans * receive visits from family/community members that provide child-specific information or * information that supports all children.   **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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| **Element 5.1.1** | **Positive educator to child interactions** Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included. |

Improvement plan (identified through assessment against NQS indicators)

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| **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** |
| 5.1.1  Week 13  Date: 8/5/23 | Young children's individual interests and experiences may be overlooked during sustained periods such as meal/snack times, routines, and activities related to their interests. | To promote individualised and meaningful interactions between educators and children during sustained periods, such as meal/snack times, routines, and activities related to children's interests. |  | Evaluate our practices to see where our educators are at.  Encouraging educators to actively listen and engage in conversations with children, ask open-ended questions, and use opportunities to discuss individual interests and experiences. | *Educators interact with children for sustained periods about their individual interests. For example:*   * discussions during meal/snack times * during routines, such as nappy change, cleaning * during activities related to children’s interests, such as construction, gardening, cooking, art, sport. |  |  |
| 5.1.1  Week 13  Date: 8/5/23  **Exceeding  Embedded** | Inconsistent or inappropriate interactions between educators and children may not align with the service's philosophy, which can lead to a disconnect between the values and goals of the service and the actual practices. | Our i*nteractions with children align with our philosophy.* |  | Regularly evaluate and reflect on interactions with children to ensure they align with the service's philosophy. This can include using observation and reflection tools to assess interactions, seeking feedback from families and children, and involving educators in regular reflective practice sessions to discuss and analyse their interactions. | Our i*nteractions with children align with our philosophy.*  We always interact with children in ways that:   * reinforce positive behaviour, for example, * promote high-quality learning outcomes, for example, * meet children’s needs, for example, * promote children’s wellbeing, for example, * reflect families’ expectations, for example, * encourage children to participate, for example, … * build trusting relationships, for example, |  |  |
| 5.1.1  Week 13  Date: 8/5/23  **Exceeding  Critical reflection** | Educators' interactions with children may not always be effective in supporting their learning and development, resulting in limited progress in achieving learning outcomes. | *Educators reflect on their interactions with children and make changes resulting in improved learning outcomes.* |  | Organise team meetings where educators can discuss their interactions with children, share successes and challenges, and identify areas for improvement. This can encourage a culture of reflection and collaboration among the team, which can lead to improved learning outcomes for children. | *Educators reflect on their interactions with children and make changes resulting in improved learning outcomes. For example, they:*   * adjust practices after recognising individual biases or beliefs about children’s capabilities * change communication practices – increasing use of visual, key words, words in home languages, eye contact, giving instructions in small steps, syncing verbal and non-verbal communication, being more attuned to children’s non-verbal communication and cues, using more open-ended questions, using silly/different voices when reading * give notice about upcoming changes to allow children time to finish up the current activity * improve their use of interactions during routines and transitions to promote learning * reflect, which leads to more/different strategies, such as role plays * recognise individual children’s unique communication/interaction resulting from additional needs or personality |  |  |
| 5.1.1  Week 13  Date: 8/5/23 **Exceeding  Families and community** | Lack of relationship/partnership between educators and a child's family and community can result in weakened interactions with children, which can negatively impact children's learning outcomes and overall well-being. | *Educators’ interactions with children are strengthened through a relationship/ partnership with a child’s family and community.* |  | Educational leader to work with educators to ensure they elicit information from families about children's likes/dislikes, interests, strengths, and needs to tailor our programming and interactions to each child's individual needs and preferences. | *Educators’ interactions with children are strengthened through a relationship/partnership with a child’s family and community. For example, this includes:*   * family information about children’s likes/dislikes, interests, strengths, needs * cultural information the family, community member/organisation provide * working with inclusion support organisation/professionals or child’s doctor/ancillary professionals * working with families/professionals to implement behaviour management plan * visitors from family/community members that provide child-specific information or information that supports all children * family members leading activities that share their strengths/culture/interests * excursions into the community. |  |  |

**Summary of Exceeding Themes Standard 5.1 Relationships with children**

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 5.1.1 we have identified the following exceeding theme indicators:   * Our interactions with children align with our philosophy. |
| 2. Practice is informed by critical reflection | In the strength example for element 5.1.1 we have identified the following exceeding theme indicators:   * Educators reflect on their interactions with children and make changes resulting in improved learning outcomes. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 5.1.1 we have identified the following exceeding theme indicators:   * Educators’ interactions with children are strengthened through a relationship/partnership with a child’s family and community. |