**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 14, 15 to 20 May 2023 - QIP Suggestions - complete and copy this into your QIP

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| **Element 5.1.2** | **Dignity and rights of the child** The dignity and rights of every child are maintained. |
| **Strengths** | **MEETING**  Educators can be seen allowing children to choose their activities during free play time, and then supporting them to follow through with their choices and experience the consequences. For instance, if a child chooses to play with a puzzle but then struggles to complete it, the educator could offer guidance and support to help the child problem-solve and work through the challenge.  Educators’ programs show how they introduce children to diverse cultures and experiences through books, music, and other activities, and then discussing the importance of respecting and valuing differences. Educators encourage children to identify and challenge stereotypes and discrimination and provide guidance on how to respond to these situations in a respectful and positive way.  Educators observe children during play and identifying potential triggers for conflicts or disruptive behaviour. Educators then offer positive support and guidance to redirect behaviour and prevent conflicts from escalating. For instance, if two children are struggling to share a toy, the educator could offer suggestions for how to take turns or share the toy and reinforce positive behaviours such as cooperation and communication.  **EXCEEDING**  **Embedded practice -** An understanding of and commitment to the dignity, rights, and worth of each child guide our relationships with children. Examples include children’s rights to privacy during toileting/changing; behaviour guidance; sensitive topics. All children are valued, including those with: additional needs; challenging behaviour; interests requiring research; and diverse backgrounds. We treat children with respect and develop trusting relationships with them.  **Critical Reflection -**Educators reflect from a social justice and equity perspective on ways in which their interactions support all children’s dignity, rights, cultures, and best interests. This includes the dignity, rights, cultures and best interests of children with additional needs, behaviour issues, and difficult family circumstances. Through reflection, we consider different learning styles and temperaments of children.  **Families and community -**Educators include the voices and priorities of our children and families to maintain the dignity and rights of every child. For example, we act on children’s ideas for activities, experiences, spaces, and resources. We promote families’ culture, and act on families’ wishes/preferences where they are consistent with our policies and the law (sleep regulations). We support food preferences, learning goals/outcomes and respect children and families’ right to privacy.  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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| **Element 5.1.2** | **Dignity and rights of the child** The dignity and rights of every child are maintained. |

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** |
| 5.1.2  Week 14  Date: 15/5/23 | Children in a kindergarten classroom are not showing much interest in learning and are frequently disruptive during activities. | To support children to make choices and experience the consequences of those choices. |  | Evaluate our practices to see where our educators are at.  Encouraging educators to support children to make choices and experience the consequences. | *Educators support children to make choices and experience the consequences of those choices. For example,* children have input into:   * activities/experiences – may go well or not work * daily routine – length of activities, timing (may have too much time, not enough in certain activities), may get tired, may learn more through extended learning * resources sourced/provided – may be fun/useful or not * indoor or outdoor – effects of weather, available space * risky play – could be injured, learn to assess risk * group make-ups - can miss out on others’ skills, knowledge * leadership opportunities – may fail/need support |  |  |
| 5.1.2  Week 14  Date: 15/5/23  **Exceeding  Embedded** | A child is frequently absent and seems disengaged from learning. The student's behaviour and attitude towards the service have become increasingly negative. | Educators approach all children with empathy and a commitment to their dignity, rights, and worth as a person. |  | Evaluate practice and understanding of the importance of the dignity and rights of children and develop a plan for how to address challenges children might face to support their learning. | *An understanding of and commitment to the dignity, rights, and worth of each child guide our relationships with children. This includes, for example:*   * children’s rights to privacy – during toileting/changing, behaviour guidance, sensitive topics * children’s agency, child-led curriculum * valuing all children – additional needs, children with challenging behaviour, children with interests educators need to research, children from diverse backgrounds * treating children with respect – educators not yelling at them across the room, asking before wiping a nose * developing trusting relationships with children |  |  |
| 5.1.2  Week 14  Date: 15/5/23  **Exceeding  Critical reflection** | Some children are not receiving the same level of attention and support as others. The educators have noticed that children from certain cultural backgrounds or with certain needs are sometimes overlooked | *To ensure that all children feel valued and supported, and that their dignity, rights, cultures, and best interests are prioritized in all interactions and activities.* |  | Engage in ongoing professional development and learning about cultural competency, anti-bias education, and inclusive practices  Reflect on their interactions with children and families from a social justice and equity perspective, and identify any biases or areas for improvement  Be intentional about creating a positive and inclusive classroom culture that celebrates diversity and promotes equity. | *Educators* *reflect from a social justice and equity perspective on how their interactions support all children’s dignity, rights, cultures, and best interests. For example*   * dignity, rights, cultures and best interests of children with additional needs, behaviour issues, difficult family circumstances eg…. |  |  |
| 5.1.2  Week 14  Date: 15/5/23 **Exceeding  Families and community** | Families are not fully engaged in their children's learning and feel disconnected from the centre. Some families have expressed concern that their cultural or linguistic backgrounds are not being respected, and that their voices are not being heard. | *Educators’ create a program where the voices and priorities of children and families are included to maintain the dignity and rights of every child.* |  | Providing opportunities for families to be involved in their children's learning, such as through classroom volunteering, family workshops, or parent-teacher conferences.  Creating a welcoming and inclusive environment that celebrates diversity and promotes cultural responsiveness  Ensuring that all families have access to information and resources in their preferred language or format.  Being responsive to feedback and concerns from families, and taking steps to address any issues that arise. | *Educators include the voices and priorities of our children and families to maintain the dignity and rights of every child. For example, we:*   * act on children’s ideas for activities, experiences, spaces, resources * promote families’ culture and home language * act on families wishes/preferences where these are consistent with service policies and the national law/regulations relating to sleep/rest durations, food preferences, learning goals/outcomes * respect privacy rights. |  |  |

**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 5.1.2 we have identified the following exceeding theme indicators:   * An understanding of and commitment to the dignity, rights, and worth of each child guide our relationships with children. |
| 2. Practice is informed by critical reflection | In the strength example for element 5.1.2 we have identified the following exceeding theme indicators:   * Educators reflect from a social justice and equity perspective on how their interactions support all children’s dignity, rights, cultures, and best interests. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 5.1.2 we have identified the following exceeding theme indicators:   * Educators include the voices and priorities of our children and families to maintain the dignity and rights of every child. |