**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 15, 22 to 26 May 2023 - QIP Suggestions - complete and copy this into your QIP

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| **Element 5.2.1** | **Collaborative learning** Children are supported to collaborate, learn from and help each other. |
| **Strengths** | **MEETING**  **Shared Play Experiences:** In a recent activity, we set up a dramatic play area inspired by a local market that was in the main street of our town on the weekend. Children from different backgrounds took turns playing different roles such as vendors, customers, and cashiers. They collaborated in negotiating prices, role-playing transactions, and organising the market display.  **Ongoing Project:** As part of an ongoing project on environmental conservation, children were divided into small groups. Each group had a specific research focus, such as recycling, energy conservation, or water preservation. They collaborated on gathering information, brainstorming solutions, and designing informative posters. During regular group discussions, children shared their findings, exchanged ideas, and made collective decisions on how to raise awareness about environmental issues.  **Supporting Diversity and Collaboration:** In a diverse classroom with children of varying abilities, we organised a sensory exploration activity using textured materials. Children were encouraged to work in pairs, with one child blindfolded and the other guiding them through a sensory experience. This activity supported collaboration between children with different abilities, allowing them to communicate, trust, and rely on each other. It promoted mutual respect, understanding, and empathy while highlighting the value of collaboration across diverse abilities.  **EXCEEDING**  **Embedded practice -** We create supportive environments that enable children to collaborate, learn from, and help each other. We consider group size, design and use of space. Our resources reflect loose parts that promote interactions between children. Our adequate supervision allows children to safely collaborate. We teach social skills to assist co-operation, sharing, and taking turns. Positive feedback and environments support children’s interests and ideas. Ours is a child-centred program.  **Critical Reflection -**We reflect from a social justice and equity perspective about building active, inclusive and collaborative learning opportunities for every child. We consider activities in which additional needs children can participate, and then adapt so all can participate. We promote diversity in activities and experiences including gender roles, and jobs representing our families and communities. We pay for excursion costs as well as conducting free daily excursions into the neighbourhood.  **Families and community -**We use family and community input to help children collaborate and respond to others with respect and openness. This includes input about children’s interests, special events such as birthdays, visitors, holidays, and medical needs. All our children learn about asthma and allergies. We use input from cultural groups, Elders, medical professionals, and visits or information provided to support children’s additional needs.  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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| **Element 5.2.1** | **Collaborative learning** Children are supported to collaborate, learn from and help each other. |

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** |
| 5.2.1  Week 15  Date: 22/5/23 | Certain children may dominate the discussions and decision-making processes, while others may feel hesitant or overlooked. This imbalance in participation can hinder the overall effectiveness and inclusivity of collaborative learning. | Children are supported to collaborate, learn from and help each other. |  | Evaluate our practices to see where our educators are at.  Encouraging educators to support children to collaborate, learn from and help each other. | *Educators provide opportunities for children to share play experiences, respond in positive ways to ideas and suggestions others make, and participate in ongoing projects requiring shared research, problem solving and decision making*:   * Create a classroom environment that encourages and values sharing and collaboration. * Set up activities that promote shared play experiences, such as cooperative games or pretend play scenarios where children can take on different roles and work together. * Teach and model positive communication and active listening skills, so children can respond in positive ways to ideas and suggestions from their peers. * Provide opportunities for children to engage in ongoing projects that require shared research, problem-solving, and decision-making. This could involve working on a long-term science experiment, planning and organizing a class event, or collaborating on a creative art project. * Facilitate group discussions and brainstorming sessions where children can contribute their ideas, thoughts, and suggestions, and encourage them to build upon and support each other's contributions. * Encourage children to take turns leading and contributing to group activities, allowing each child to showcase their skills, strengths, and knowledge in different areas. |  |  |
| 5.2.1  Week 15  Date: 22/5/23 **Exceeding  Embedded** | Various factors, such as time constraints or curriculum demands, children may not have enough chances to engage in meaningful collaborative experiences and fully benefit from learning from and helping their peers. | Educators create supportive environments that enable children to collaborate, learn from and help each other. |  | Evaluate practice and the learning environment to see how supportive it is in enabling children to collaborate, learn from and help each other.  Conduct guided practice with the Ed Leader to improve. | *Educators create supportive environments that enable children to collaborate, learn from and help each other. For example, they* consider:   * group size * activities with mixed ages and abilities * design and use of space * resources, for example, that reflect diverse culture, loose parts that promote interactions * adequate supervision * supportive educator interactions with children attuned to their verbal and non-verbal communication * circle of security techniques * environments that h support children’s interests and ideas, child centred program * teaching social skills to assist collaboration eg co-operation, sharing, turn-taking, positive feedback |  |  |
| 5.2.1  Week 15  Date: 22/5/23 **Exceeding  Critical reflection** | Without a social justice and equity perspective, collaborative learning opportunities may inadvertently perpetuate inequalities and reinforce existing biases. | *Educators reflect from a social justice and equity perspective about building active, inclusive, and collaborative learning opportunities for every child.* |  | Critical Reflection and Dialogue: Engage in critical reflection and dialogue with children and colleagues about social justice, equity, and inclusivity in the learning environment. Encourage open discussions, ask thought-provoking questions, and challenge biases and stereotypes to promote a more inclusive and equitable learning community | *Educators reflect from a social justice and equity perspective about building active, inclusive, and collaborative learning opportunities for every child. For example, they:*   * consider activities in which additional needs children can participate and then adapt so all children participate in them * ensure all children’s cultures are regularly included/discussed in learning activities * promote diversity in activities and experiences including diverse family structures, gender roles, and jobs representing service families and communities * consider costs of excursions and subsidise if necessary or plan alternative activities for all children. |  |  |
| 5.2.1  Week 15  Date: 22/5/23 **Exceeding  Families and community** | Without family and community input, educators may miss out on valuable insights, cultural perspectives, and experiences that can enhance children's collaboration and understanding of others | *Educators use family and community input to help children collaborate and respond to others with respect and openness.* |  | Conduct surveys to gather input on collaborative learning and respect.  Involve parents and community members in classroom activities.  Foster partnerships with families and community organizations.  Organise cultural exchanges to promote understanding and respect.  Include families and the community in decision-making.  Maintain regular communication channels. | *Educators use family and community input to help children collaborate and respond to others with respect and openness. Examples follow.*  Input about:   * children’s interests, special events such as birthdays, visitors, holidays * children’s medical needs, for example, all children learn about asthma, allergies   Input from:   * cultural groups, elders, medical professionals, visits or information provided to support children’s additional needs. |  |  |

**Summary of Exceeding Themes Standard 5.2 Relationships between children**

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 5.2.1 we have identified the following exceeding theme indicators:   * Educators create supportive environments that enable children to collaborate, learn from and help each other. |
| 2. Practice is informed by critical reflection | In the strength example for element 5.2.1 we have identified the following exceeding theme indicators:   * Educators reflect from a social justice and equity perspective about building active, inclusive, and collaborative learning opportunities for every child. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 5.2.1 we have identified the following exceeding theme indicators:   * Educators use family and community input to help children collaborate and respond to others with respect and openness. |