**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 21, 17 to 21 July 2023 - QIP Suggestions - complete and copy this into your QIP

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| **Element 3.2.2** | **Resources to support play based learning** Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning. |
| **Strengths** | **MEETING Children Using Resources to Learn about Built and Natural Environments:** Children ventured into the playground equipped with magnifying glasses and nature journals. They closely observed plants, insects, birds, and other living creatures and how they interacted and lived with our play equipment. They documented their findings, drew sketches, and educators helped them write descriptions. They learned about ecological relationships, plant growth cycles, animal habitats.  **Children Using Resources to Challenge Themselves and Take Appropriate Risks:** Children were provided with robotic kits and programming tools to challenge themselves and take risks. This facilitated hands-on activities where children had to design, build, and program their robots to complete various tasks and challenges. They used motors, sensors, gears, and coding software to experiment, problem-solve, and iterate their designs. The children were encouraged to take risks by trying new approaches, overcoming obstacles, and embracing the possibility of failure as part of the learning process.  **Involving Children in Decisions about Resource Purchase or Sourcing:** Educators engage children in discussions and brainstorming sessions and conducted research together to explore different options and sources, discussing features and benefits of new toys they wanted. We evaluated the budget and decision-making process, teaching them about constraints and trade-offs as we didn’t have enough money for all the toys and equipment the children wanted.  **EXCEEDING**  **Embedded practice -** We deliberately have few purchased resources. We have created activity pockets with walls so children can play in smaller spaces in an imaginative way without disturbances. This enables us to use spaces in flexible and creative ways to promote learning outcomes. We teach to the outcomes, then we assess the children’s play scenarios in the environment. For example, we teach composting, then the children play with loose parts that becomes composting play.  **Critical Reflection -**We have made changes to our resources and equipment following critical reflection. For example, we now offer new resources to younger age groups after overcoming personal beliefs about children’s capabilities. We source resources that better reflect the diversity of the community. We source more loose parts, man-made and natural, and these resources promote creativity and imagination. We actively source a wide range of resources and equipment.  **Families and community -**Our resources and equipment reflect the local community and our collaboration with it. On our excursions we make contact with local businesses and ask for resources. They have donated many items such as paper, office equipment for play, car parts, maps, and machinery to pull apart. Families donate many items – from books, to resources, logs, pipes, reels and other material for loose parts play.  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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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** |
| 3.2.2  Week 21  Date: 17/7/23 | Limited exploration of built and natural environments beyond the playground. | To expand children's understanding of built and natural environments through hands-on exploration and documentation. |  | **Provide** children with opportunities to explore play space, parks, gardens, and natural areas. **Equip** children with nature exploration kits including magnifying glasses, and nature journals. **Facilitate** guided observations of plants, insects, birds, and other living creatures in their natural habitats. **Encourage** children to document their findings through sketches, descriptions, and photographs. **Conduct** group discussions to deepen understanding of ecological relationships, plant growth cycles, and animal habitats. | *Educators provide children with resources, so they learn more about built and natural environments. For example, we provide:*   * natural and man-made loose parts * books/IT resources and information * human resources, such as visitors. |  |  |
| 3.2.2  Week 21  Date: 17/7/23 **Exceeding  Embedded** | Limited exploration of built and natural environments beyond the playground. | To expand children's understanding of built and natural environments through hands-on exploration and documentation. |  | **Facilitate** guided observations of plants, insects, birds, and other living creatures in their natural habitats.  **Encourage** children to document their findings through sketches, descriptions, and photographs.  **Conduct** group discussions to deepen understanding of ecological relationships, plant growth cycles, and animal habitats.  **Collaborate** with educators to incorporate lessons and activities that reinforce the concepts learned during exploration. | *Educators* *regularly use spaces and resources in flexible and creative ways to promote learning outcomes.*   * We use natural resources such as leaves, twigs to paint. * We use spaces and resources to promote learning about Indigenous and other cultures.   STEM activities. |  |  |
| 3.2.2  Week 21  Date: 17/7/23 **Exceeding  Critical reflection** | Identified the need for improvements and modifications in the resources and equipment used. | To enhance the effectiveness, relevance, and quality of resources and equipment used in the learning environment. |  | **Conduct** a critical reflection session with the team or service to identify areas of improvement in the current resources and equipment.  **Analyse** feedback from educators, children regarding the strengths and limitations of the existing resources.  **Research** and explore new resources and equipment options that align with the identified areas for improvement.  **Collaborate** with the team or service to prioritise the necessary changes based on available resources, budget constraints, and anticipated impact.  **Make decisions** regarding the purchase, modification, of new resources and equipment to address the identified needs.  **Implement** the changes by procuring new resources, modifying existing ones, or providing training on the use of new equipment.  **Monitor** and evaluate the impact of the changes on learning outcomes, engagement among educators and children. | *We have made changes to our resources and equipment following critical reflection. For example:*   * improved use of safety equipment to support risks and challenges (safety goggles) * changes due to equipment/surfaces getting too hot in the sun * offering new resources to different/younger age groups after overcoming personal beliefs about what children’s capabilities * sourcing resources that better reflect the diversity at the service and in the community * sourcing more loose parts both man-made and natural (resources that promote creativity and imagination) * sourcing a wider range of resources and equipment   visiting second-hand shops. |  |  |
| 3.2.2  Week 21  Date: 17/7/23 **Exceeding  Families and community** | Lack of alignment between resources and equipment and the local community or collaborative efforts. | To ensure that resources and equipment reflect the local community and promote collaboration between the service and the community. |  | **Conduct research** and assessments to gain a deeper understanding of the local community's culture, values, and interests.  **Identify resources** and equipment that align with the local community's needs, preferences, and aspirations.  **Seek input** and feedback from community members, parents, and educators regarding their expectations and suggestions for relevant resources.  **Collaborate with community** organisations, experts, and individuals to develop or source resources that reflect the local community's unique characteristics.  **Establish partnerships** and collaborations with local businesses, institutions, or organisations to provide access to specialised equipment or expertise.  **Regularly evaluate** and update resources and equipment to ensure ongoing alignment with the evolving needs and dynamics of the local community. | *Our resources and equipment reflect the local community and the way we collaborate with the community in the following ways. We:*   * reflect the diversity of the local community * receive items the community and families donate   build our equipment with family/community support. |  |  |

**Summary of Exceeding Themes Standard 3.2 Use**

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 3.2.2 we have identified the following exceeding theme indicators:   * Educators regularly use spaces and resources in flexible and creative ways to promote learning outcomes. |
| 2. Practice is informed by critical reflection | In the strength example for element 3.2.2 we have identified the following exceeding theme indicators:   * We have made changes to our resources and equipment following critical reflection. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 3.2.2 we have identified the following exceeding theme indicators:   * Our resources and equipment reflect the local community and the way we collaborate with the community in the following ways. |