**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 32 16 to 20 October 2023 - QIP Suggestions - complete and copy this into your QIP

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| **Element 6.2.2** | **Access and Participation**Effective partnerships support children’s access, inclusion and participation in the program. |
| **Strengths** | **MEETING - Adapting the Environment for Inclusion:**In our room, we have a child with limited mobility. To facilitate their inclusion and participation, we worked with an occupational therapist. Based on their recommendations, we lowered tables, added sensory-friendly materials at reachable heights, and created wheelchair-accessible play spaces. These adaptations ensured that the child could engage in activities comfortably alongside their peers.**Promoting Equity, Inclusion, Diversity, and Challenging Stereotypes:** In our curriculum, we explore "Cultures of our Families’". We introduce children to different cultures, languages, and traditions. We invite parents and community members from various backgrounds to share their stories and experiences. This promotes equity by celebrating diversity and challenging stereotypes, helping children embrace different perspectives and cultures.**Identifying Barriers to Participation and Making Changes:** We noticed that a child with sensory sensitivities had difficulty during our loud music time. After reflecting on this, we realised it was a barrier to their participation. To address this, we modified our routine by offering sensory-friendly headphones and creating a quieter music corner. The child's engagement increased, demonstrating the importance of removing barriers to participation.**EXCEEDING****Embedded practice -** We consistently maintain ongoing collaborative community partnerships and link with community support agencies to enhance children’s access, inclusion and participation in the program. This includes ongoing partnerships, for example, regular visits, accessibility when required, regular phone catch-ups, and coffee mornings with the EYES group (local ECEC network).**Critical Reflection -**Educators regularly consider opportunities to enhance children’s inclusion, learning and wellbeing. This includes; new partnerships with community organisations; adjustments to the environment; programs to support children with additional needs; opportunities that challenge children, for example, risky play; spaces where children can “chill out”; collaborative learning; learning about emotions, feelings, and socially acceptable behaviour.**Families and community –** Community partnerships contribute to a culture of inclusiveness and sense of belonging at the service. For example, we enable all children to participate, address social justice and equity issues, and support families who can then focus more on their children. This supports them to feel included, considers cultural connections and helps children and families from diverse backgrounds to feel included.**Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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| **Element 6.2.2** | **Access and Participation**Effective partnerships support children’s access, inclusion and participation in the program. |

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** |
| 6.2.2Week 32Date: 16/10/23 | Limited collaboration with external organisations and families to enhance children's access and inclusion. | We aim to improve children's access, inclusion, and active participation in the program through effective partnerships. |  | Identify key community partners and resources.Collaborate with families to understand children's needs and strengths.Develop a plan for inclusive activities and adaptations.Establish partnerships with local organizations to provide support.Regularly evaluate and adjust our approach based on feedback and results. | Increased engagement, participation, and satisfaction among children and families. Positive feedback and improved inclusion metrics. |  |  |
| 6.2.2Week 32Date: 16/10/23**Exceeding Embedded** | Educators consistently maintain ongoing collaborative community partnerships and link with community support agencies to enhance children’s access, inclusion, and participation in the program. | We aim to establish and maintain strong partnerships with the community and support agencies to enhance children's access, inclusion, and participation. |  | Identify potential community partners and support agencies.Reach out and establish partnerships through communication and collaboration.Plan and implement joint activities and programs with these partners.Regularly assess the impact of these partnerships on children's access, inclusion, and participation.Adapt and improve our collaborative efforts based on feedback and results. | *Educators consistently maintain ongoing collaborative community partnerships and link with community support agencies to enhance children’s access, inclusion, and participation in the program. For example:** through ongoing partnerships such as regular visits, always being accessible when required, regular phone catch-ups, coffee mornings.
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| 6.2.2Week 32Date: 16/10/23**Exceeding Critical reflection** | Limited consideration of opportunities to improve children's inclusion, learning, and wellbeing. | We aim to actively identify and implement opportunities that enhance children's inclusion, learning, and overall wellbeing. |  | Regularly review our curriculum and activities.Seek input from children, families, and colleagues.Explore new ideas, resources, and partnerships.Implement changes that enhance inclusion, learning, and wellbeing.Continuously monitor and adapt our practices based on results. | *Educators regularly consider opportunities to enhance children’s inclusion, learning, and wellbeing. For example:** new partnerships with community organisations
* connections with cultural groups
* resources, words, and activities supporting home language and culture
* focus on children’s interests and strengths to encourage participation
* adjustments to environment and program to support children with additional needs
* opportunities that challenge children (risky play)
* spaces where children can “chill out”
* spaces where children can “hide”
* leadership opportunities
* collaborative learning (see element 5.2.1)
* learning about emotions, feelings, socially acceptable behaviour
* any extended-learning activities
* learning during routines.
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| 6.2.2Week 32Date: 16/10/23**Exceeding Families and community** | Limited community partnerships affecting the sense of inclusiveness and belonging at the service. | We aim to create a welcoming and inclusive environment through community partnerships that make everyone feel like they belong. |  | Identify potential community partners.Build relationships and collaborations with these partners.Plan joint activities and initiatives that promote inclusiveness and belonging.Encourage active participation from children, families, and community members.Regularly assess the impact of these partnerships on the sense of inclusiveness and belonging. | *Community partnerships contribute to a culture of inclusiveness and sense of belonging at the service. For example, they:** enable all children to participate eg…
* address social justice and equity issues eg…
* support families, enabling them to focus more on their children, which makes them feel included
* encourage cultural connections to ensure children and families from diverse backgrounds feel included.
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**Summary of Exceeding Themes Standard 6.2 Collaborative Partnerships**

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 6.2.2 we have identified the following exceeding theme indicators:* Educators consistently maintain ongoing collaborative community partnerships and link with community support agencies to enhance children’s access, inclusion, and participation in the program.
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| 2. Practice is informed by critical reflection | In the strength example for element 6.2.2 we have identified the following exceeding theme indicators: * Educators regularly consider opportunities to enhance children’s inclusion, learning, and wellbeing.
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| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 6.2.2 we have identified the following exceeding theme indicators:* Community partnerships contribute to a culture of inclusiveness and sense of belonging at the service.
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