**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 33 23 to 27 October 2023 - QIP Suggestions - complete and copy this into your QIP

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| **Element 6.2.3** | **Community Engagement** The service builds relationships and engages with its community.  |
| **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 6.2.3** | **Community Engagement** The service builds relationships and engages with its community.  |

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** |
| 6.2.3Week 33Date: 23/10/23 | Identified the need to enhance community engagement. | To build strong relationships and active engagement with our local community. |  | Initiate regular community events.Create a community newsletter.Host open service events.Partner with local organisations. | Increased participation in community events and positive feedback from community members. |  |  |
| 6.2.3Week 33Date: 23/10/23**Exceeding Embedded** | Recognised the need to align activities with EYLF/MTOP principles. | To ensure that activities promote children's development in line with EYLF/MTOP. |  | Review EYLF/MTOP guidelines.Plan activities that align with principles.Incorporate cultural diversity and inclusivity.Observe and assess children's engagement and development. | *Activities connecting children with their community reflect a strong commitment to the principles and practices of the EYLF/MTOP.* EYLF/MTOP principles * Respect for diversity – connect with diverse community members/groups.

EYLF/MTOP practice* Holistic approaches – community members/organisations that meet children’s physical, personal, social, emotional, and spiritual wellbeing.
* Responsiveness to children (their interests).
* Intentional teaching, for example, about children’s community.
* Socio-cultural theory – Vygotsky, Malaguzzi, Rogoff, Fleer – children are active participants in their learning; educators use intentional teaching; relationships, and cultural participation lead to learning.

*Educators also use resources that support community engagement and inclusion. For example:** cultural resources, excursion resources (walking ropes), traffic/transport resources that support learning and excursions into community, other resources that support learning about the community (native plants, pets, cooking items), loose parts to build items related to community events/outings
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| 6.2.3Week 33Date: 23/10/23**Exceeding Critical reflection** | Identified gaps in our community partnerships. | To strengthen outcomes by identifying and addressing community needs through new partnerships. |  | Assess current partnerships.Identify unmet community needs.Research potential partners.Reach out to new community organisations. | *We identify needs and explore new links/partnerships with community organisations to strengthen outcomes. For example:** partnerships with health professionals such as OTs, speech therapists, optometrists, dentists, paediatricians
* local (council) services
* working with organisations/community members to implement behaviour plans/learning plans/medical plans
* links with cultural organisations
* links with community groups providing dance, sport, yoga
* links with businesses/venues for regular outings/excursions.
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| 6.2.3Week 33Date: 23/10/23**Exceeding Families and community** | Identified a need for more effective community relationships. | To build community relationships following recognised guidance on collaborative partnerships. |  | Research recognised guidance on collaborative partnerships.Train staff on these principles.Apply principles in community interactions. | *Community relationships are developed with regard to current recognised guidance on collaborative partnerships. For example:** co-operatively working towards common goals
* open communication, information sharing, joint planning and problem solving
* respecting and using diverse viewpoints, skills, experiences, and backgrounds.
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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 6.2.3 we have identified the following exceeding theme indicators:* *Activities connecting children with their community reflect a strong commitment to the principles and practices of the EYLF/MTOP*
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| 2. Practice is informed by critical reflection | In the strength example for element 6.2.3 we have identified the following exceeding theme indicators: * *We identify needs and explore new links/partnerships with community organisations to strengthen outcomes.*
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| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 6.2.3 we have identified the following exceeding theme indicators:* *Community relationships are developed with regard to current recognised guidance on collaborative partnerships.*
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