



Examples to reference, if needed for your QIP and SAT (NSW only)

Incorporating a Child's Culture

Recognising a child's farming family, we established a mini garden plot within our centre, inviting all the children to participate in the planting process. This was designed for the child and an educational opportunity to discuss the importance of agriculture, sustainability, and how food is grown. It fostered an appreciation for the environment and understanding the cycle of plant life and enriching our curriculum with real-world experiences.

Engaging in Sustained Conversations

While observing a child constructing from blocks, I approached them to learn more about their project. Through careful questioning and active listening, we had a conversation about their imaginative process, the story behind the structure, and the creative choices. This interaction affirmed the child's creativity and encouraged them to articulate thoughts and ideas, demonstrating sustained, meaningful conversations for language and confidence in expressing themselves.

Adapting Room Routine

Noticing the children's deep engagement for an art project, we made the decision to vary from our planned schedule, allowing them to continue their creative exploration. This adaptability in our routine underscored our commitment to valuing the children's interests and creative processes. By doing so, we sent a clear message that their ideas and interests are highly regarded, thereby enhancing their sense of agency and motivation.

If you are doing similar practices to the example, use the below questions to help you write your 'meeting' description so you can add it to your QIP.

For a **MEETING** QIP and Self-Assessment Tool (SAT)

Give an example of a recent activity where you used a child's culture in the program (remember culture is not just different nationalities but what they do in their daily lives)

Give an example of a time recently where you talked with a child/children for a sustained period of time, paying close attention to what they were saying or doing.

Give an example of a time recently where you changed the room routine/activity schedule so children could continue with an activity they did not want to stop?