For Meeting and **Exceeding** the Self-Assessment Tool (SAT) NSW ONLY

If you are using the NSW Assessment Tool, below are meeting and exceeding examples for your Self-Assessment Tool. Your examples can be submitted into the portal on a weekly basis – NSW Services only.

# Approved learning framework

Curriculum decision-making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners, and effectiveness as communicators

Educators help each child to:

1. build a strong sense of identity
2. connect with and contribute to their community
3. develop a strong sense of wellbeing
4. become a confident and involved learner
5. become an effective communicator.

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| To **MEET** theQIP and Self-Assessment Tool (SAT) | To **EXCEED** the QIP and Self-Assessment Tool (SAT) |
| *Give an example of a recent activity you implemented where children used various media to research and express their ideas.* | *Give an example of how you work collaboratively with educators and the educational leader to implement a curriculum that consistently enhances each child’s learning, development, and wellbeing.* |
| **Recent Activity Using Various Media for Research and Expression**: We recently conducted a 'Local Wildlife' project. The children used tablets to research Australian native animals and then expressed their findings through a mix of drawing, clay modelling, and digital presentations. They particularly enjoyed creating lifelike models of kangaroos and koalas, showcasing their understanding and creativity. | We hold weekly collaborative planning sessions with all educators and the educational leader to design our curriculum. In these meetings, we share observations about each child's interests and progress. The educational leader provides insights from the latest EYLF guidelines, enriching our strategies. Together, we tailor activities to support individual learning goals, ensuring a balanced focus on identity, community engagement, wellbeing, and communication skills. This teamwork results in a dynamic, child-centred curriculum. |
| *Give an example showing how you or your team promoted a child’s wellbeing.* | *Give an example of the theories that influence the development and implementation of the curriculum.* |
| **Promoting a Child’s Wellbeing**: In our centre, we focus on mindfulness activities. Last week, we introduced daily 'Mindful Moments' where children engage in guided relaxation and breathing exercises. This has been particularly beneficial for a child who was struggling with anxiety, helping them to feel calmer and more focused throughout the day." | Utilising place-based sciences, we once explored a local creek, integrating it with stories of the Indigenous connection to land. This sparked a realisation of the importance of connecting children's learning to their local environment and community. It underscored the need to critically reflect on incorporating local knowledge and environmental stewardship into our curriculum, ensuring that children not only learn about their world but also how to care for it, fostering a sense of belonging and responsibility. |
| *Give an example of an activity you or your team implemented which connected a child with their family or community.* | ***Engagement with families and community*** *Give an example of how you regularly connect with children’s families or community in ways that let you build strong connections between children and their community..* |
| **Activity Connecting Child with Family or Community**: We organised a 'Family Recipe Book' project. Each child was asked to bring in a favourite family recipe. We then spent time preparing these dishes together in our centre's kitchen. This activity not only connected the children with their family traditions but also allowed them to learn about different cultural cuisines within our community. | We host monthly 'Community Breakfasts' at our centre, inviting families and local community members. This provides a relaxed setting for parents, educators, and community figures to mingle, share experiences, and discuss children's progress and local events. It strengthens the bond between children, their families, and the wider community, creating a supportive network that enriches our educational environment and fosters a sense of belonging among the children. |
| *Give an example of you or your team help a child become an effective communicator.* | *Give an example of how you and your team make decisions about the curriculum throughout the day or week to maximise children’s learning and development.* |
| In our centre, we encouraged a shy child, to become an effective communicator through a puppet show project. We involved them in creating a puppet character, which she used to express her thoughts and feelings during group storytelling sessions. This activity, tailored to her interests, provided a comfortable platform for them to gradually open up and share more with her peers, enhancing her verbal expression and boosting her confidence in communicator | Each morning, our team has a brief meeting to discuss the day's planned activities and how they align with our Quality Improvement Plan (QIP) goals. We reflect on the children's responses and interests from the previous day and adjust our curriculum accordingly. For instance, after noticing a strong interest in outdoor play and nature, we incorporated more nature-based activities and learning about Australian flora and fauna, linking this to the EYLF outcomes. |
| *Give an example of an activity you or your team implemented that connected a child with their family or community.* | *Give an example of team discussions or reflections that have led to improvements in the content or delivery of the curriculum.* |
| We organised a 'Family Heritage Day' at our centre, where children were invited to explore their family histories. Each child, with the help of their families, created a 'heritage poster' showcasing their family tree, cultural traditions, and stories. On the day, families came in to share their heritage with the class, engaging in cultural dances, music, and storytelling. This activity not only connected children with their own families but also fostered a deeper understanding and appreciation of the diverse community we're part of. | In a team reflection session, we identified that quieter children were less engaged in group activities. To address this, we introduced 'interest corners' tailored to various hobbies like reading, science, and art. This approach allowed children to engage in activities they were genuinely interested in, resulting in noticeably increased participation and enthusiasm. This adaptation led to a more inclusive, individualized curriculum, catering effectively to the diverse interests and needs of all children. |