**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 2 5 February to 9 February 2024 - QIP Suggestions - complete and copy this into your QIP

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| **Strengths** | **MEETING**  **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.  **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."  **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.  **EXCEEDING**  **Embedded practice -** 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.  **Critical Reflection -**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.  **Families and 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.  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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| **Element 1.1.1** | 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. |

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** |
| 1.1.1  Week 2  5.2.2024 | Educators unsure how to meaningfully use learning outcomes for documenting learning. | Educators to review indicators under outcomes to ensure documentation is relevant and meaningful. | H | **Step 1:** EL discusses with educators and demonstrates with examples.  **Step 2:** Use online video training.  **Step 3:** EL reflects on educators’ understanding and documentation; further training and support if needed. | Educators effectively use the five learning outcomes from the EYLF to plan and evaluate the program and demonstrate this ability. |  |  |
| 1.1.1  Week 2  5.2.2024  **Exceeding  Embedded** | Assessing our practices, we have identified that we are not as collaborative as we could be regarding educators and the educational leader working together to implement a curriculum that consistently enhances each child’s learning, development, and wellbeing. | *Educators and the educational leader work collaboratively to implement a curriculum that consistently enhances each child’s learning, development, and wellbeing.* | H | Ensure time is planned and scheduled for the Educational Leader to assist educators. | Educational Leader:   * conduct daily team meetings, even if only for five minutes * collaborate on our EL support offerings * collaborate on our lesson plans. |  |  |
| 1.1.1  Week 2  5.2.2024  **Exceeding  Critical reflection** | Our reflections have not included enough *theories that influence the development and implementation of the curriculum* | *The theories that influence the development and implementation of the curriculum are evident.* | H | Educational leader to coach and support educators to complete this high level reflection. | We can show how early childhood educators draw upon a range of perspectives in their work which may include: developmental theories, socio-cultural theories, practice theories, ancestral knowledges, place-based sciences, critical theories, feminist and post-structuralist. Evidence of reflections are in our work sheets, and we used online training videos that helped explain the theoretical perspectives. |  |  |
| 1.1.1  Week 2  5.2.2024  **Exceeding  Families and community** | Our team *could improve upon creating strong connections between children and their community.* | *Educators regularly connect with children’s families or community in ways that build strong connections.* | H | Ensure educators are connecting to your local community. Ensure excursion risk assessments and permissions are completed correctly.  Guide and support educators to conduct small excursions first to build the educators confidence. | We will be able to see in the curriculum:   * organised regular excursions. * welcomed visitors from community organisations. * participation in local community events, for example, parades and displays. * instigate activities that involve a family member sharing an interest, their job, or their culture. * support community events. |  |  |

**Summary of Exceeding Themes Standard 1.1 Program: The educational program enhances each child’s learning and development.**

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 1.1.1 we have identified the following exceeding theme indicators:   * *Educators and the educational leader work collaboratively to implement a curriculum that consistently enhances each child’s learning, development, and wellbeing.* |
| 2. Practice is informed by critical reflection | In the strength example for element 1.1.1 we have identified the following exceeding theme indicators:   * *As a whole team we critically reflect upon the theories from the EYLF version 2 and put the changes from the critical reflection into practice. The theories that influence the development and implementation of the curriculum include* from EYLF 2023 V2 book p13. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 1.1.1 we have identified the following exceeding theme indicators:   * *Educators regularly connect with children’s families or community in ways that build strong connections* |