**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 3, 12 to 16 February 2024 - QIP Suggestions - complete and copy this into your QIP

|  |  |
| --- | --- |
| **Strengths** | **MEETING**  **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.  **EXCEEDING**  **Embedded practice -** Our curriculum decisions, supporting Element 1.1.2, are deeply aligned with our service philosophy that emphasises child-centred learning, respect for diversity, and a commitment to sustainability. By embedding practices that foster children's agency, encourage exploration of the natural world, and celebrate cultural diversity, we create an inclusive environment that nurtures each child's potential. These decisions reflect our belief in holistic education, where learning is interconnected with community values and environmental stewardship.  **Critical Reflection -**We tailor our program to each child's unique circumstances through individual learning plans, regular observations, and incorporating family insights. We maintain flexible environments and encourage children's input, ensuring inclusivity and responsiveness. Continuous educator development in inclusive and culturally competent practices further supports a child-centred approach. This strategy ensures all children are valued and supported in their learning journey, reflecting our commitment to a holistic and inclusive educational experience.  **Families and community -**Recently, we collaborated with a child's family to integrate their cultural heritage into our program. The child's grandparents shared stories and traditional crafts from their Indigenous Australian background. We organised a cultural day where the grandparents demonstrated boomerang painting and storytelling, enriching our curriculum with authentic cultural experiences. This engagement not only supported the child's identity and connection to their culture but also fostered a deeper understanding and respect among all children for Australia's Indigenous cultures.  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

|  |  |
| --- | --- |
| **Element 1.1.2** | **Child Centred** Each child’s current knowledge, strengths, ideas, culture, abilities, and interests are the foundation of the program. |

Improvement plan (identified through assessment against NQS indicators)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |
| 1.1.2  Week 3  12.2.2024 | Children’s culture not featured in the program | *Educators include children’s culture in the program* | H | Read examples from 1.1.2 CS  Watch online training video.  Ed Leader to coach educators in having deeper conversations with families.  Ed Leader to work with educators to take the ideas and extend upon them.  Evaluate practice with checklist. | We will be able to see in our program:   * hosting visitors * offering after-school activities * discussing holidays * discussing shopping * sharing cultural practices * finding out about family jobs/interests/daily lives. |  |  |
| 1.1.2  Week 3  12.2.2024 | Educators observed conversing with children for short periods of time throughout the day | *Educators talk with children for sustained periods, paying close attention to what they are saying or doing.* | H | Read examples from 1.1.2 CS  Ed Leader to coach educators in having extended conversations with children. | Educators participate in sustained conversations with children:   * on arrival * at meal/snack times * during activities. |  |  |
| 1.1.2  Week 3  12.2.2024 | Curriculum is adult-directed rather than based on children’s interests and ideas | *Educators implement a curriculum based on children’s interests and ideas* | H | Read examples from 1.1.2 CS  Watch online training video.  Ed Leader to work with educators to take the ideas and extend upon them.  Evaluate practice with checklist. | Curriculum based on information gained:   * from conversations with families * from the enrolment form * during activities * when out on excursions * asking the children each day what they’d like to do. |  |  |
| 1.1.2  Week 3  12.2.2024  **Exceeding  Embedded** | When making curriculum decisions, Educators need to consider each child’s circumstance | *Our educators’ curriculum decisions support Element 1.1.2 and connect to the service’s philosophy.* | H | Ed Leader, Educators and Key Educators to Work through the ‘Exceeding Embedded’ theme sheet to identify practice or where we need to improve. | We promote inclusion/participation/ belonging. (Provide an example.)  We promote relationships and connections with families and community. (Provide an example.)  We recognise our unique service environment. (Provide an example.)  We promote high-quality learning outcomes. (Provide an example.)  We respect diversity. (Provide an example.)  We encourage continuous improvement. (Provide an example.)  We value and encourage the children’s ideas. |  |  |
| 1.1.2  Week 3  12.2.2024  **Exceeding  Critical reflection** | Team reflections do not highlight how educators deliver a meaningful curriculum based on children’s interests, strengths, ideas and abilities. | *Regular team reflections deliver meaningful curriculum based on children’s current interests, strengths, ideas and abilities.* | H | Evaluate the process of gaining information from families to use for the program. | Our educators review information on enrolment forms.  Our admin manager/NS passes relevant information to educators.  We discuss and reflect on relevant information at regular team meetings.  We promote and discuss EL input and support.  We converse with families at pick-up/delivery and via email.  Our educators initiate conversations with families if they notice something amiss or have concerns for a child. |  |  |
| 1.1.2  Week 3  12.2.2024  **Exceeding  Families and community** | Educators need to engage with a child’s family and community on a regular basis to develop a child-centred program. | *Educators regularly engage with a child’s family or community to develop a child-centred program.* | H | Ensure your service is connecting with family’s community. Evaluate the example provided to see if we implement portfolio nights four times a year. | Examples include the following:  Detail an activity based on a child’s strengths, ideas, culture, abilities, or interests, that uses information from their family or community.  How do educators engage with family and community to achieve this, and how often? |  |  |

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

|  |  |
| --- | --- |
|  |  |
| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 1.1.2 we have identified the following exceeding theme indicators:   * Our educators’ curriculum decisions support Element 1.1.2 and connect to the service’s philosophy. |
| 2. Practice is informed by critical reflection | In the strength example for element 1.1.2 we have identified the following exceeding theme indicators:   * Every child’s circumstance is considered when making curriculum decisions. * Regular team reflections deliver meaningful curriculum based on children’s current interests, strengths, ideas and abilities. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 1.1.2 we have identified the following exceeding theme indicators:   * Educators regularly engage with a child’s family or community to develop a child-centred program. We regularly engage with families to develop a child-centred program. Meet-and-greet nights at the start of the year. Parent-teacher portfolio nights 4 times enhance communication. |