**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 4, 19 to 23 February 2024 - QIP Suggestions - complete and copy this into your QIP

|  |  |
| --- | --- |
| **1.1.3 Week 4 19.2.2024 Strengths** | **MEETING**  **Teaching Health and Physical Wellbeing Through Routines/Transitions**  During mealtimes, we use the routine of washing hands to teach about health and hygiene and explain why it's important to wash hands before eating in simple terms. "We wash our hands to get rid of the tiny germs we can't see, so we don't get sick." This routine is extended to discussions about the types of foods we eat and why they are good for us. Physical activity is integrated into transitions, jumping, stretching, or dancing from one activity to the next.  **Teaching Self-Help Skills** We teach children life skills during outdoor play transitions. We encourage them to apply sunscreen and wear sunhats independently, using phrases like, "Can you show me how you put on your sunscreen?" Offer choices, such as different sunhats or sunglasses, promoting autonomy and decision-making. This approach boosts independence and teaches vital sun safety, enhancing their health and wellbeing awareness.  **Using Routines for Children to Make Choices About Their Learning and Wellbeing**  During the transition to outdoor play, we allow children to choose between several structured activities (e.g., riding bikes, playing in the sandpit, or engaging in a ball game). We discuss the options with the children, asking them to consider what they feel like doing and why. This not only gives children a sense of control over their learning and wellbeing but also encourages them to think about their interests and the benefits of different types of play.  **EXCEEDING**  **Embedded practice -** We work with the Ed Leader to improve the room routine. We have developed detailed learning routines that break down each educator’s day into 15-minute blocks. We enhance this with visual routine cards the Ed Leader makes that allow educators to guide children through the routine. We embed lesson plans into the routine and each room has a folder with detailed routine sections. We developed this after critical reflection on a room that wasn’t working.  **Critical Reflection -**We work with families to improve our room routine. For example, we developed behaviour management plans in collaboration with families based on their routines and our routines. We adjusted excursion times to better suit the children’s rest requirements. We have increased physical activity at certain times of day to help children sleep at night. We adjusted afternoon activities & experiences times to ensure children could participate before early collection.  **Families and community -**We use routines and transitions as opportunities for collaborative learning. Daily excursions in the business park teach road safety, sun safety, UV levels and skin cancer, stranger danger, risk assessment, socially acceptable behaviour when visiting businesses, and healthy/unhealthy food at McDonald’s. Visits to the mobility shop teach diversity and disabilities. Extended walking to the pond in the park enhances physical wellbeing and teaches environmental responsibility.  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |
|  |  |

|  |  |
| --- | --- |
| **Element 1.1.3** | **Program learning opportunities** *All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning.* |

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** |
| **1.1.3 Week 4 19.2.2024** | Educators are not utilising routine/transition times to teach children about health and physical wellbeing | *Educators use routines/transitions to teach children about health and physical wellbeing.* |  | Evaluate our practices to ensure we are using every opportunity within the routine to make it a learning experience. | * when applying sunscreen, to teach sun safety * when washing hands, to teach hygiene/infection control * during meals/snacks, to teach healthy eating; ensuring no food or drinks are shared, to teach infection control; and ensuring any food dropped on the floor is not eaten * when cleaning, to teach hygiene/infection control * when moving between rooms/groups, to promote the benefits of physical activity * using shade when playing outdoors to teach sun safety * when children are transitioning or educators identify their feelings/emotions (for example, “I can see you’re sad about packing up …”) * during group time, which teaches social skills such as sharing, taking turns, and considering others * before and after children rest, to highlight the importance of sleep. |  |  |
| **1.1.3 Week 4 19.2.2024** | Life skills are needed to be taught by educators during routine/transition times | *Educators use routines/transitions to teach life skill* |  | Evaluate our practices to ensure we are using every opportunity within the routine to make it a learning experience. | * washing up * washing hands/faces * applying sunscreen * serving food with tongs * cleaning our environment, for example, tables and floors * packing up in an ordered way, for example, separating and organising resources correctly * packing personal items in bag * keeping personal items separate to maintain infection control (dummies, toothbrushes) * putting shoes on and off * allowing babies to feed themselves * making beds * gardening (growing veggies) * composting/recycling * conserving energy conservation (lights, taps) * rehearsing emergencies (safe evacuation). |  |  |
| **1.1.3 Week 4 19.2.2024** | Educators need to provide opportunities for children to contribute to and make choices about their learning and wellbeing. | *Educators use routines/transitions as opportunities for children to contribute to or make choices about their learning and wellbeing* |  | Evaluate our practices to ensure we are using every opportunity within the routine to make it a learning experience. | * The timing of the routines/transitions, for example, no outdoor play in the middle of the day when UV is high. * The timing of meals/snacks. * Menu choices. * Choices for transitioning, for example, jump like a frog from outside to inside, or sing a song. * The degree of involvement in the activities, for example, children as helpers/monitors checking lights/taps, feeding chickens), cleaning, and gardening. * Sleep/rest or quiet activities. * When deciding leadership opportunities during routines/transitions. * Extending the learning activities that derive from routines/transitions. |  |  |
| **1.1.3 Week 4 19.2.2024Exceeding  Embedded** | Opportunities for collaborative learning need to be utilised by educators during routine and transition times | *Educators use routines and transitions as opportunities for collaborative learning.* |  | Evaluate our practices to ensure we are using every opportunity within the routine to make it a learning experience. | learning about:   * safety – road safety, stranger danger, risk assessment * socially acceptable behaviour * emotions and feelings * health and physical wellbeing * the human body – how it works and what it needs * self-help skills * sun safety, UV levels, and skin cancer * healthy/unhealthy food * sustainability and environmental responsibility * diversity (people have different needs and strengths). |  |  |
| **1.1.3 Week 4 19.2.2024 Exceeding  Critical reflection** | Ensure all educators are critically reflecting | *Critical reflection by all educators and the Educational Leader leads to stronger learning outcomes from everyday routines.* | H | Evaluate our practices to ensure we are using every opportunity within the routine to make it a learning experience. | * recognising family groupings * making appointments for conversations about child’s learning rather than at drop-off/pick-up * changing meal/snack times * changing child’s sleep/rest routine * increasing/decreasing physical activity at certain times of day * collaborating with families to form behaviour-management plans * planning routines/learning for additional needs children * teaching families Robyn Dolby-style conversations at drop-offs * timing family involvement in activities/experiences (for example, mornings not afternoons) * timing visits/excursions. |  |  |
| **1.1.3 Week 4 19.2.2024 Exceeding  Families and community** | Families are to be consulted to help improve the room routine | *Educators have worked with families to improve our room routine.* |  | Conduct meetings with our families to gain a better understanding of their routines at home and work together to establish consistency. | * recognising family groupings * making appointments for conversations about child’s learning rather than at drop-off/pick-up * changing meal/snack times * changing child’s sleep/rest routine * increasing/decreasing physical activity at certain times of day * collaborating with families to form behaviour-management plans * planning routines/learning for additional needs children * teaching families Robyn Dolby-style conversations at drop-offs * timing family involvement in activities/experiences (for example, mornings not afternoons) * timing visits/excursions. |  |  |

**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 1.1.3 we have identified the following exceeding theme indicators:   * Educators have worked with the educational leader to improve the room routine. For example, relating to lesson plans and detailed routines. |
| 2. Practice is informed by critical reflection | In the strength example for element 1.1.3 we have identified the following exceeding theme indicators:   * Educators critically reflected and held discussions with families to discover they need to work together to improve room routines and sometimes family routines. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 1.1.3 we have identified the following exceeding theme indicators:   * *Educators use routines and transitions as opportunities for collaborative learning.* |