**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 5, 26 February to 1 March 2024 - QIP Suggestions - complete and copy this into your QIP

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| **Element 1.2.1** | **Intentional teaching** |
| **Strengths** | **MEETING**  In a targeted literacy session, I employed a blend of intentional teaching strategies like guided reading, interactive storytelling, and vocabulary games to enrich children's comprehension and language abilities. These diverse techniques were specifically selected to cater to the varied learning preferences in the classroom, ensuring that each child received tailored educational support.  During an impromptu play activity with blocks, I seamlessly integrated foundational maths concepts, utilizing intentional teaching to enhance the experience. By discussing counting, measurement, and comparison as the children engaged in building, playtime was transformed into an enriching learning opportunity. This method effectively demonstrated the practical application of maths in fun and engaging ways.  To promote understanding of diversity and Indigenous cultures, I incorporated First Nations stories and art into our activities. By exploring Indigenous storytelling and creating art inspired by Aboriginal traditions, children gained insights into cultural diversity. This approach encouraged them to appreciate and respect different cultural backgrounds, contributing to a classroom atmosphere of inclusion and empathy.  **EXCEEDING**  **Embedded practice -** We focus on creating a dynamic environment that encourages curiosity and exploration. For instance, during a science activity about plant growth, I use open-ended questions to stimulate critical thinking and deeper understanding. I might ask, "What do you think will happen if we give the plant more water?" or "Why do you think leaves are green?" These questions prompt children to form hypotheses and reflect on their existing knowledge.  **Critical Reflection -**Our intentional teaching practices align with our Service Philosophy by fostering an inclusive, child-centred environment that values curiosity, exploration, and respect for diversity. Through targeted questions, interactive learning, and diverse resources, I support each child's unique journey, mirroring our commitment to holistic development, cultural competence, and a partnership with families. This approach ensures our educational practices are meaningful, responsive, and reflective of our shared values.  **Families and community -**A parent suggested incorporating traditional Indigenous stories into our literacy program. Taking this onboard, I introduced a series of Indigenous Australian tales, which not only enriched our curriculum but also fostered a deeper cultural understanding and respect among the children. This approach aligned with our intentional teaching goals of inclusivity and cultural competence, demonstrating how family input can profoundly enhance educational content and support our service's philosophy.  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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| **Element 1.2.1** | **Intentional teaching**  Educators are deliberate, purposeful, and thoughtful in their decisions and actions. |

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** |
| 1.2.1  Week 5  Date: 26.2.24 | Intentional Teaching moments are currently not being utilised during routines and transitions | *Educators intentionally teach children during routines and transitions.* |  | Evaluate our practices to ensure we are using every opportunity to be deliberate, purposeful, and thoughtful in our decisions and actions when it comes to intentional teaching. | The learning documentation will show:   * road safety * sun safety * human body needs and how it works * social skills * sustainability * risk assessment * self-regulation. |  |  |
| 1.2.1  Week 5  Date: 26.2.24 | Educators are to develop their range of intentional teaching strategies | *Educators regularly use a range of intentional teaching strategies.* |  | Evaluate our practices to ensure we are using every opportunity to be deliberate, purposeful, and thoughtful in our decisions and actions when it comes to intentional teaching. | The learning documentation will show:   * open-ended questions * role modelling * role plays/drama * hypothesising * problem solving * brainstorming. |  |  |
| 1.2.1  Week 5  Date: 26.2.24 | Educators are not currently adapting the environment to support intentional teaching methods | *Educators organise the environment to support their intentional teaching.* |  | Evaluate our practices to ensure we are using every opportunity to be deliberate, purposeful, and thoughtful in our decisions and actions when it comes to intentional teaching. | The learning documentation will show:   * displaying road safety signs and spaces * offering shade and moving it to suit * placing plants near light/water * making bigger spaces for … * creating suitable spaces for sleep/rest/quiet activities * creating displays to support social skills * organising spaces organised to support self-regulation (types of surfaces, size, location of space) * organising spaces to support risky play and assessment of risk taking. |  |  |
| 1.2.1  Week 5  Date: 26.2.24 | Educators need to utilise intentional teaching moments during free play activities | *Educators engage in intentional teaching spontaneously during activities/play.* |  | Evaluate our practices to ensure we are using every opportunity to be deliberate, purposeful, and thoughtful in our decisions and actions when it comes to intentional teaching. | The learning documentation will show:   * finding something interesting during outside play or on walking excursions (an insect, plant, or loose part) * supporting children’s positive, and respectful interactions with each other * considering diverse views and opinions * extending learning during an activity or excursion * filling in the “gaps” during activities led by visitors/families so children understand * enhancing numeracy/STEM/literacy (in the sandpit, during construction activities, when reading/singing). |  |  |
| 1.2.1  Week 5  Date: 26.2.24 **Exceeding  Embedded** | Educators not taking all opportunities to extend each child’s learning through intentional teaching | *Educators consistently take every opportunity to extend each child’s learning through open-ended questions, interactions, feedback, and the provision of resources.*  *Educators implement a variety of strategies to implement to support Intentional Teaching.* |  | Evaluate our practices to ensure we are using every opportunity to be deliberate, purposeful, and thoughtful in our decisions and actions when it comes to intentional teaching. | The learning documentation will show ALL educators taking all opportunities to extend each child’s learning through intentional teaching. This will also be seen in practice. |  |  |
| 1.2.1  Week 5  Date: 26.2.24 E**xceeding  Critical reflection** | Ensure all educators are critically reflecting in relation to their intentional teaching. | *Critical reflection by all educators and the Educational Leader has seen a development of all educator’s ability to see and implement intentional teaching moments.* | H | Critically reflect on our practices to ensure we are using every opportunity to intentionally teach. | Critical reflection improving our intentional teaching with all educators. |  |  |
| 1.2.1  Week 5  Date: 26.2.24 **Exceeding  Families and community** | Educators need to obtain and use families suggestions to support intentional teaching | *Educators use families’ suggestions to support intentional teaching* |  | Conduct formal and informal meetings with our families to gain a better understanding of what they would like to be taught through intentional teaching methods. | These could include:   * road safety * stranger danger * healthy eating * social skills * emotions/feelings * developing children’s confidence * developing children’s literacy and numeracy * teaching about a child’s interests. |  |  |

**Summary of Exceeding Themes Standard 1.2 Practice: Educators facilitate and extend 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 1.2.1 we have identified the following exceeding theme indicators:   * Educators consistently take every opportunity to extend each child’s learning through open-ended questions, interactions, feedback, and the provision of resources. For example, during routines and transitions. |
| 2. Practice is informed by critical reflection | In the strength example for element 1.2.1 we have identified the following exceeding theme indicators:   * Educators implement a variety of strategies to implement to support Intentional Teaching. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 1.2.1 we have identified the following exceeding theme indicators:   * *Educators use families’ suggestions to support intentional teaching.* |