**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 7, 11 to 15 March 2024 - QIP Suggestions - complete and copy this into your QIP

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| **Element 1.2.3** | Child directed learning Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world |
| **Strengths** | **MEETING**  **Children Planning and Setting up an Activity:** Recently, our children showed interest in a "garden project". They decided to create a veggie patch. Educators facilitated the process by discussing what plants to grow and the materials needed. Children actively participated in preparing the garden beds, choosing seeds, and planting them under supervision. This initiative was entirely led by the children's curiosity and enthusiasm for gardening.  **Ensuring Opportunities for All Children to Lead Activities:** To ensure all children have opportunities to lead, we rotate roles such as "activity leader" or "group leader" weekly. This allows every child to have a turn at leading an activity, choosing what it will be, and organising the setup with the help of their peers. Educators support by providing resources and guidance, ensuring every child feels included and has a chance to express their leadership abilities.  **Supporting Children to Manage Behaviours and Express Feelings:** Following a recent biting incident, educators used it as an opportunity to discuss emotions and social interactions. We referred to our Behaviour Guidance Policy, using strategies like role-playing to explore feelings, empathy, and alternative ways to express frustration. Children were encouraged to articulate their feelings and taught to recognise and respect the emotions of others, fostering a supportive peer environment.  **EXCEEDING**  **Embedded practice -** We introduced "choice boards" in our classrooms, allowing children to select activities based on their interests each day. This change supports children's agency by empowering them to make decisions about their learning. The boards are updated weekly with input from the children, reflecting their evolving interests and ideas. This approach has strengthen and engagement with both educators and children as it aligns with promoting child-directed learning.  **Critical Reflection -**Our 'child-directed' curriculum resonates with our service Philosophy, which emphasises respect for children's rights, individuality, and their role as active participants in learning. By allowing children to lead their educational journey, we embody our belief in fostering independence, curiosity, and a lifelong love for learning. This approach ensures that our practices are not just about providing education but nurturing confident, capable, and self-assured individuals.  **Families and community -**We utilise daily reflection journals where children can draw or write about their day, which are then shared with families. This practice not only gives children a voice but also engages families in their child's learning and experiences. Feedback from families is encouraged and used to adapt and enrich our program. This method of incorporating the voices and views of children throughout the day and is engaging with families.  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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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** |
| 1.2.3  Week 7  Date: 11/3/24 | Educators are not using the child’s directions to create the curriculum | *Educators use children’s directions to plan and create the curriculum.* |  | Evaluate our practices to ensure we are ensuring children are able to:   1. make choices which support their own wellbeing and that of others. 2. choose, plan for and help set up play experiences and activities. 3. develop skills in assessing risk. | * **encourage children to plan and set up activities they choose.** * **ensure all children are given opportunities to lead activities.** * **Educators support children to manage their behaviours, and express their feelings and ideas, as they interact and collaborate with peers**. * **Educators support children to assess and manage the risk involved in an activity or experience. For example, when children:**   + are encouraged in risky play   + work with carpentry tools   + cook (burns/sharp knives)   + go on excursions (road safety, water hazards)   + are involved in activities with animals/pets   + need to understand their environment (hot surfaces, storms, plant allergens, child protection issues). * **Educators support children’s attempts to gain new skills or knowledge. Examples include the following:**   + how to use IT   + how to research issues about interests and questions they have   + during numeracy/literacy/STEM activities   + during physical activity skills (kicking, throwing, jumping, team sports)   + how to use tools/resources properly – or in different ways   + when displaying visual art techniques such as dance and singing   + during cultural learning. |  |  |
| **Exceeding  Embedded**  1.2.3  Week 7  Date: 11/3/24 | We identified that not all educators were deliberate, purposeful and thoughtful in all of their decisions that impact children’s learning and development  Educators aren’t consistently drawing on the principles and practices of the EYLF to respond to each child’s ideas, questions and feedback | *All educators are consistently deliberate, purposeful, and thoughtful in all of their decisions and actions that impact on children’s learning and development.*  *Educators’ responses to each child’s ideas, questions, and feedback strongly promotes the principles and practices of the EYLF* |  |  | *All educators consistently promote children’s agency. For example, they:*   * use and encourage children’s ideas, and suggestions to plan the curriculum * allow children to access resources without adult help * are attuned to children’s voices/ideas (not just when they ask for them) * source relevant resources (such as from second-hand shops) * implement open-ended activities (many loose parts, tasks requiring creativity and imagination) * implement small-group activities (as well as large) to facilitate agency * create flexible room/group routines   offer choices for sleep/rest or quiet activities. |  |  |
| **Exceeding  Critical reflection**  1.2.3  Week 7  Date: 11/3/24 | Educators are not critically reflecting *and regularly make changes to practice to support children’s agency.* | *Educators regularly make changes to practice to support children’s agency.* |  | Educators critically reflecting *and regularly make changes to practice to support children’s agency.* | *Educators regularly make changes to practice to support children’s agency. For example, they:*   * *create flexible room/group routines and run sheets* * *incorporate spontaneous planning* * *change teaching strategies to support children’s learning* * *organise more excursions/walking outings* * *suggest not wearing shoes sometimes* * *allow children to splash in puddles when it’s raining* * *allow more messy play.* |  |  |
| **Exceeding  Families and community**  1.2.3  Week 7  Date: 11/3/24 | All educators are not seeking out the voices of children throughout the day. | *Educators actively seek out and use the voices, and views of children throughout the day.* |  | Conduct formal and informal meetings with our educators to gain a better understanding of what they need to confidently seek out the voices of children throughout the day and use those voices. | E*ducators actively seek out and use the voices, and views of children throughout the day. For example:*   * seeking children’s voices at all times such as during lunch and afternoon activities – not just in the morning. * *recognising nearby environmental/geographical influences and physical features such as busy roads/river/farms* * *connecting with community organisations/parent committees* * *making the most of community influences such as local culture/everyday practices (farming, camping, sport, arts, apartment life with no backyards and therefore more focus on physical activity)* * *connecting with community cultures such as Indigenous and refugees.* |  |  |

**Summary of Exceeding Themes Standard 1.2 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 1.2.3 we have identified the following exceeding theme indicators:   * All educators consistently promote children’s agency. |
| 2. Practice is informed by critical reflection | In the strength example for element 1.2.3 we have identified the following exceeding theme indicators:   * Educators regularly make changes to practice to support children’s agency. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 1.2.3 we have identified the following exceeding theme indicators:   * Educators actively seek out and use the voices, and views of children throughout the day. |