**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 8, 18 to 22 March 2024 - QIP Suggestions - complete and copy this into your QIP

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| **Element 1.3.1** | **Assessment and planning cycle**Each child’s learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection. |
| **Strengths** | **MEETING****Educators use “teachable moments”** to naturally promote learning in daily activities. For example, while observing children’s engagement in a garden activity, I noticed their curiosity about insects. Leveraging the EYLF practices of “Responsiveness to Children” and “Learning through Play,” I introduced a mini-lesson on the life cycle of a butterfly, linking their immediate interest to broader learning outcomes. This approach captures children’s discoveries and questions, turning spontaneous moments into rich learning opportunities.Educators ensure their practice **includes all stages of the planning cycle**, evident in our recent water conservation project. After observing the children's interest in water play, we discussed the importance of water and its conservation. We planned activities, such as creating a rainwater collection system, that were documented, implemented, and reflected upon. This cycle involved initial observations, planning with educational goals, engaging children in meaningful activities, and evaluating the learning outcomes through children's feedback and educator reflections.**Educators include input from children, their families, and the community** when planning and implementing the curriculum. A recent example involved incorporating a local Indigenous elder's stories into our curriculum. Following a suggestion from a family member about including more cultural content, we invited the elder to share stories and traditions. This initiative not only enriched our curriculum but also strengthened our community ties, ensuring learning is deeply contextual and inclusive.**EXCEEDING****Embedded practice -** Our service philosophy emphasises child-centred, high-quality assessment and planning, focusing on children's interests and strengths. Educators actively engage in children's play, utilising teachable moments and adapting practices through critical reflection. We recognise each child's unique needs, planning inclusive activities that celebrate diverse cultures and foster respect. This approach ensures an enriching and supportive learning environment for all children.**Critical Reflection -**Our team reflects on various educational theories supporting our programming, including developmental, socio-cultural, socio-behaviourist, critical, and post-structuralist theories. These discussions enhance our understanding of children's learning and development, the impact of cultural and familial backgrounds, and the importance of examining our curriculum choices critically. This reflective practice ensures our programming is informed, inclusive, and responsive to the children's and community's needs.**Families and community -**Involving families in the assessment and planning process is crucial to our approach. Through regular communication, including discussions at drop-off and pick-up, information nights, and feedback channels like our curriculum wall and social media, we gather valuable insights into children's needs, interests, and family expectations. This collaborative approach ensures that our educational practices are relevant, supportive, and enriching for children and their families.**Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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| **Element 1.3.1** | **Assessment and planning cycle**Each child’s learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection. |

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** |
| 1.3.1Week 8Date: 18/3/24 | Educators are not completing the full planning cycle | *Educators use a planning cycle*  |  | Evaluate our practices to see where educators need assistance with the planning cycle.  | **Educators use the ‘**Planning Cycle’ and include:* **Observing/Collecting information** - what are children doing, how are they interacting etc?
* **Analysing the information** - what do children know, what can they do, what do they understand *in relation to the learning outcomes.*
* **Planning learning** - strategies to support individual and group achievement of learning outcomes based on observations, analysis, family input and community.
* **Implementing plans**
* **Documenting learning** – makes learning and planning cycle visible, promotes shared learning.
* **Reflecting and evaluating** – can occur at every stage to improve learning outcomes.
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| **Exceeding Embedded**1.3.1Week 8Date: 18/3/24 | We identified that our approach to assessment and planning reflects our service philosophy | All educators are ensuring their approach to assessment and planning reflects our service philosophy |  |  | Our approach to assessment and planning reflects our service philosophy.  Our:* high-quality assessment and planning cycle is based on children’s interests and strengths.
* educators actively involve and use spontaneous teachable moments.
* true critical reflection often leads to changed practices.
* educators are involved in all children’s play and activities, which helps with assessment, analysis, planning, implementing, and extending learning stages.
* educators recognise children’s strengths and needs and plan accordingly.
* educators plan and implement activities that reflect diverse cultures and views.
* educators plan and implement activities that promote positive relationships and respect for others.
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| **Exceeding Critical reflection**1.3.1Week 8Date: 18/3/24 | Educators are not critically reflecting *on the theories supporting our programming, including those underpinning the EYLF.* | *Educators reflect on the theories supporting our programming, including those underpinning the EYLF/MTOP.* |  | Educators critically reflecting by using the theories that underpin the EYLF/MTOP. | *Educators regularly make changes to practice after they critically reflect using the theories that underpin the EYLF and can show how practice is changed because of it. The theories include:* * **developmental theories**
* **socio-cultural theories**
* **practice theories**
* **ancestral knowledges**
* **place-based sciences**
* **critical theories**
* **feminist and post-structuralist theories**
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| **Exceeding Families and community**1.3.1Week 8Date: 18/3/24 | All educators are not consistently involving families in the assessment and planning of their child’s learning. | Educators consistently involve families in the assessment and planning of their child’s learning |  | Regular meetings are held to discuss the child's progress and development. | Educators consistently involve families in the assessment and planning of their child’s learning. This includes:* Regular meetings are held to discuss the child's progress and development.
* Educators provide updates, share observations and assessments, and invite families to share their own observations and insights.
* Regular opportunities are provided for families to participate in their child's learning experiences.
* Educators share resources and strategies for supporting their child's learning at home.
* We collaborate with families to ensure a consistent approach to learning and development.
* We involve families in assessment and planning to create a stronger partnership between home and service.
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**Summary of Exceeding Themes Standard 1.3 Assessment and planning**

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 1.3.1 we have identified the following exceeding theme indicators:* Our approach to assessment and planning reflects our service philosophy.
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| 2. Practice is informed by critical reflection | In the strength example for element 1.3.1 we have identified the following exceeding theme indicators: * Educators reflect on the theories supporting our programming, including those underpinning the EYLF.
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| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 1.3.1 we have identified the following exceeding theme indicators:* Educators consistently involve families in the assessment and planning of their child’s learning.
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