**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 9, 25 to 28 March 2024 - QIP Suggestions - complete and copy this into your QIP

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| **Element 1.3.2** | **Critical reflection** critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation. |
| **Strengths** | **MEETING**  **Educators reflect during planned reflection times** as well as spontaneously when opportunities arise. For example, we conduct weekly team reflection sessions to discuss our practices and spontaneously reflect in response to children's comments, feedback from colleagues, or during activities to enhance engagement and address any issues immediately.  **Educators reflect on routines and transitions** and make changes as a result. For instance, we observed that the transition from outdoor to indoor activities was causing distress for some children. By introducing a visual schedule and allowing children to help in the transition process, we've noticed a significant decrease in anxiety and smoother transitions.  **Reflecting on a child's lack of participation** in group activities, we realised the importance of offering more choice and control over their activities. Introducing a 'choice board' allowed children to select activities that interested them, leading to increased enga  **EXCEEDING**  **Embedded practice -** All educators consistently use reflections to improve the program's design and implementation, for instance, by timing activities to align with children’s energy levels, increasing community connections, and focusing on children's voices. We also ensure to incorporate local cultures and provide opportunities for risky and messy play, adapting activities for children with additional needs.  **Critical Reflection -**All educators have opportunities to contribute to critical reflection and can challenge taken-for-granted practices. For example, we encourage everyone to share their insights during weekly reflection sessions, valuing diverse perspectives, regardless of age or experience, ensuring our practices are inclusive and well-informed.  **Families and community -**We use families’ feedback to guide our reflections, including suggestions for specific activities, insights into a child’s home life and needs, and expectations about educator performance or incidents. This helps us tailor our program to better meet the needs and expectations of our community.  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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| **Element 1.3.2** | **Critical reflection** critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation. |

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** |
| 1.3.2  Week 9  Date: 25/3/24 | Educators are not documenting a reflective process | *Educators to document a reflective process* |  | Evaluate our practices to see where educators need assistance with the reflective process. | Educators:   * look *closely* at events, experiences, guiding principles, and their practices from different viewpoints. * use what they discover to identify practice that can continue and practice that needs changing to improve children’s participation, learning and development. * identify how they may improve the program.   Documentation to include reflections on:   * the effectiveness of arrivals/departures. * interactions, responsiveness and relationships with particular children. * transitions and routines. * planned experiences and spontaneous child directed learning. * incidental and planned group times. * the environment and experiences provided. * intentional teaching strategies * communication with colleagues and families. * any other aspects of practice to prompt further thinking and discussion. * the effectiveness of resources and equipment used. * experiences and learning outcomes achieved. * review of curriculum content and teaching. |  |  |
| 1.3.2  **Exceeding  Embedded**  Week 9  Date: 25/3/24 | We identified that our approach to critical reflection is not to an exceeding level as it is more an evaluation. | All educators are ensuring their critical reflection is exceeding and is occurring all the time to inform practice change. |  | Educational leader to work with educators to first identify if their critical reflection is Technically, Practically, or Critical Reflection – or simply evaluating what has occurred.  Then Ed Leader to coach and assist educators to ensure they are critically reflecting. | All educators consistently use reflections to improve the design and implementation of the program. Examples include the following. We:   * time activities to meet children’s physical/ energy/ concentration needs. * constantly monitor the size of group activities. * include more activities promoting local cultures. * always look to increase community connections. * always look to increase our focus on children’s voices and ideas for the curriculum. * support our educators’ efforts to learn/research with the children. * support our educators’ efforts to implement more risky/messy play. * always look to increase our focus on learning from routines and transitions. * provide opportunities for mixed-age activities/ learning. * always look to increase our focus on adapting activities to include children with additional needs. |  |  |
| 1.3.2  **Exceeding  Critical reflection**  Week 9  Date: 25/3/24 | Educators are not critically reflecting | All educators are ensuring their critical reflection is exceeding and is occurring all the time to inform practice change. |  | Educational leader to work with educators to first identify if their critical reflection is Technically, Practically, or Critical Reflection – or simply evaluating what has occurred.  Then Ed Leader to coach and assist educators to ensure they are critically reflecting. | All educators have opportunities to contribute to critical reflection and can challenge taken-for-granted practices and assumptions. Can you give me an example of:   * Educators have opportunities to contribute to critical reflection and challenge taken-for-granted practices and assumptions. * Weekly reflection sessions allow educators to review the effectiveness of the program and identify areas for improvement. * Changes are made if required based on the reflections of educators. * Ongoing professional development enables educators to update their knowledge and skills to better support children's learning and development. * All educators' reflections are valued, regardless of age and experience. * A culture of open and constructive feedback allows educators to challenge each other's assumptions and support each other's professional growth. |  |  |
| 1.3.2  **Exceeding  Families and community**  Week 9  Date: 25/3/24 | All educators are not consistently involving families in their critcal reflection. | Educators consistently involve families in the critical reflection process. |  | Educational leader to work with educators to first identify if their critical reflection is including reflections from the families perspectives.  Then Ed Leader to coach and assist educators to ensure they are critically reflecting from families’ perspectives. | *Educators regularly use families’ comments and feedback to inform reflection. This includes, for example, feedback about:*   * specific topics/activities that could be included * their child’s circumstances (at home), needs including additional needs, and interest * families’ expectations that are/are not being met and why * educator performance * incidents. |  |  |

**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 1.3.2 we have identified the following exceeding theme indicators:   * All educators consistently use reflections to improve the design and implementation of the program. Examples include the following. |
| 2. Practice is informed by critical reflection | In the strength example for element 1.3.2 we have identified the following exceeding theme indicators:   * All educators have opportunities to contribute to critical reflection and can challenge taken-for-granted practices and assumptions. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 1.3.2 we have identified the following exceeding theme indicators:   * Educators regularly use families’ comments and feedback to inform reflection. |