



Examples to reference, if needed for your QIP and SAT (NSW only)

Educators use children’s feedback to plan and create the curriculum. After noticing children's interest in insects during outdoor play, we introduced a mini-beast project. We used their observations and questions to shape the curriculum, incorporating hands-on exploration and research activities. This approach deepened their engagement and understanding of the natural world.

Educators use open-ended questions to plan and create the curriculum. Examples include the following. We initiated a project on community helpers by asking, 'Who helps us in our community and how?' This open-ended question led to a child-driven exploration, including visits from local firefighters and nurses, enabling children to directly engage with and learn from real-world experiences.

Educators research unfamiliar topics with the children and extend this learning. For example, faced with children's curiosity about space, our team, not being experts, embarked on a learning journey together. We researched planets, stars, and galaxies, using resources like the internet, books and educational videos, culminating in a space-themed day that made learning memorable and fun.

If you are doing similar practices to the example, use the questions to help you write your ‘meeting’ description so you can add it to your QIP.

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| <p>For a MEETING QIP and Self-Assessment Tool (SAT)</p> <p><i>Please give a recent example of the way you use children’s feedback to plan and create the curriculum.</i></p> |
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| <p><i>Please give a recent example of the way you use open-ended questions to plan and create the curriculum.</i></p> |
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| <p><i>Please give an example where you or your team were unfamiliar with a topic and researched it with the children so you could promote or extend their learning.</i></p> |
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