



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

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.

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.

For a **MEETING** QIP and Self-Assessment Tool (SAT)

Please give a recent example of how you’ve used “teachable moments” when implementing learning.

Please copy a documented learning activity that demonstrates all stages of the planning cycle.

Please give an example of learning that included input from children, their families or community.