



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

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 engagement and participation across the program.

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 reflect during planned reflection times as well as spontaneously when opportunities arise.

Please give an example of a reflection relating to a routine or transition and any changes made as a result.

Please give an example of a reflection that led to an increase in a child's participation and engagement in the program.