**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 6, 4 to 8 March 2024 - QIP Suggestions - complete and copy this into your QIP

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| **Element 1.2.2** | Responsive teaching and scaffolding  Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback. |
| **Strengths** | **MEETING**  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.  **EXCEEDING**  **Embedded practice -** All educators are consistently deliberate, purposeful, and thoughtful in all of their decisions and actions that impact on children’s learning and development. For example: Our team integrates intentional teaching by planning activities that build on children's current interests and knowledge, using their feedback to adapt our approach. This deliberate practice includes using open-ended questions to facilitate deeper thinking and exploration, ensuring our actions support meaningful learning experiences.  **Critical Reflection -**Our intentional teaching practices align with our Service Philosophy by fostering an inclusive, child-centred environment that values curiosity, exploration, and respect for diversity. Through targeted questions, interactive learning, and diverse resources, I support each child's unique journey, mirroring our commitment to holistic development, cultural competence, and a partnership with families. This approach ensures our educational practices are meaningful, responsive, and reflective of our shared values.  **Families and community -**Educators use the centre’s location or community to respond to and scaffold children’s learning. For example: Our connections with Indigenous Elders facilitate culturally rich storytelling sessions, offering children deeper insights into the local Indigenous culture and heritage. We also engage with local sports clubs to provide children with diverse physical activities, promoting health and teamwork. These intentional links with the community not only extend learning beyond the classroom but also instil a sense of belonging and appreciation for the diverse world around them.  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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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** |
| 1.2.2  Week 6  Date: 4/3/24 | Educators are not using open ended questions to plan and create the curriculum | *Educators use open-ended questions to plan and create the curriculum.* |  | Evaluate our practices to ensure we are responding to children’s ideas and play and extend children’s learning through open-ended questions | *Examples include the following.*   * “Who knows …?” * “What should/could we do ...?” * “Where do you think we could find/look/do …?” * “I wonder what this means …?” * “What did you like about …?” * “What didn’t you like about …?” |  |  |
| **Exceeding Practice** 1.2.2  Week 6  Date: 4/3/24 | We identified that not all educators were deliberate, purposeful and thoughtful in all of their decisions that impact children’s learning and development  Educators aren’t consistently drawing on the principles and practices of the EYLF to respond to each child’s ideas, questions and feedback | *All educators are consistently deliberate, purposeful, and thoughtful in all of their decisions and actions that impact on children’s learning and development.*  *Educators’ responses to each child’s ideas, questions, and feedback strongly promotes the principles and practices of the EYLF* |  |  | * providing extended learning that * responds to children’s ideas * extends children’s ideas * uses open-ended questions * uses children’s feedback.   *These include:*   * secure, respectful, and reciprocal relationships * high expectations and equity, for example, children not limited by educator’s values/beliefs about capabilities * respect for diversity * holistic approaches (physical, personal, social, emotional, and spiritual wellbeing) * responsiveness to children * learning through play * cultural competence (educators’ ability to understand and honour differences) * ongoing learning and reflective practice (educators learn with children and reflect on effectiveness of responses/practices) * intentional teaching (response to child’s ideas, questions, and feedback) * learning environments (organising in response to child’s ideas, questions, and feedback) * assessment for learning (what does the child know and how can we extend their learning?). |  |  |
| **Exceeding  Critical reflection**  1.2.2  Week 6  Date: 4/3/24 | Educators are to utilise team reflections to scaffold children’s learning so they respect and appreciate different cultures, including Indigenous Australians | *Our regular team reflections help scaffold children’s learning so they respect and appreciate different cultures, including those of Indigenous Australians.* |  | Create learning plans that use the different theoretical perspectives from the EYLF/MTOP. | “Early childhood educators draw upon a range of perspectives in their work which may include:   * **developmental theories** that focus on describing and understanding the influences on, and processes of children’s learning, development, and wellbeing over time. * **socio-cultural theories** that emphasise the central role families and cultural groups play in children’s learning and the importance of respectful relationships and provide insight into social and cultural contexts of learning and development * **practice theories**, such as affordance theory that asks educators to think, for example, about the possibilities for activity that the physical environment offers children. * **ancestral knowledges** are ways of knowing and understanding shared through history and culture, in the written, oral and spiritual traditions of Aboriginal and Torres Strait Islander peoples. * **place-based sciences** that foster community connections in ways that build on local (children, families, communities and educators) funds of knowledge (experiences and understandings) that assist in building thriving learners and communities. * **critical theories** that invite early childhood educators to challenge assumptions about curriculum, and consider how their decisions may affect children differently. * **feminist and post-structuralist theories** that offer insights into issues of power, equity and social justice in early childhood settings. |  |  |
| **Exceeding  Families and community**  1.2.2  Week 6  Date: 4/3/24 | All educators are to utilise the centre’s location and community when responding and scaffolding children’s learning | *Educators use the centre’s location or community to respond to and scaffold children’s learning.* |  | Conduct formal and informal meetings with our educators to gain a better understanding of what they need to confidently conduct excursions into he local community to scaffold learning. | * recognising nearby environmental/geographical influences and physical features such as busy roads/river/farms * connecting with community organisations/parent committees * making the most of community influences such as local culture/everyday practices (farming, camping, sport, arts, apartment life with no backyards and therefore more focus on physical activity) * connecting with community cultures such as Indigenous and refugees. |  |  |

**Summary of Exceeding Themes Standard 1.2 Program: The educational program enhances each child’s learning and development.**

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 1.2.2 we have identified the following exceeding theme indicators:   * All educators are consistently deliberate, purposeful, and thoughtful in all of their decisions and actions that impact on children’s learning and development. |
| 2. Practice is informed by critical reflection | In the strength example for element 1.2.2 we have identified the following exceeding theme indicators:   * One of the theoretical or philosophical influences on our practice in relation to element 1.2.2 is in relationship to place based science. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 1.2.2 we have identified the following exceeding theme indicators:   * Educators use the centre’s location or community to respond to and scaffold children’s learning. |