**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 16, 27 to 31 May 2024 - QIP Suggestions - complete and copy this into your QIP

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| **Element 5.2.1** | **Collaborative learning** Children are supported to collaborate, learn from and help each other. |
| **Strengths** | **MEETING**  **Recent Activity Example: Shared Play Experiences**  In a recent art project, children collaborated to create a mural. They brainstormed ideas together, decided on a theme, and allocated tasks based on individual strengths. Throughout the project, they shared materials and techniques, offered suggestions, and adapted to each other’s input. This experience fostered positive interactions as children responded enthusiastically to peers' ideas, problem-solved creatively, and made collective decisions, resulting in a vibrant, community-created artwork.  **Extended Periods of Self-Directed Learning**  During a recent outdoor play session, children were given an entire afternoon to engage in self-directed exploration of the garden area. They formed small groups and decided to build a bug habitat. They researched which materials would attract insects, collected resources from the environment, and constructed the habitat collaboratively. This extended time allowed them to delve deeply into their project, negotiate roles, and take responsibility for their learning, enhancing their collaborative and problem-solving skills.  **Supporting Diverse Backgrounds and Abilities**  In a recent cooking activity, children of varying ages, abilities, and cultural backgrounds were grouped together to prepare a multicultural celebraton. Each child brought a family recipe, and the group worked together to prepare each dish. Children with additional needs were paired with peers who provided support and encouragement. This inclusive activity promoted collaboration as children shared their culinary traditions, learned new skills from each other, and celebrated their diverse heritages through a shared, hands-on experience.  **EXCEEDING**  **Embedded practice -** **Supportive Environments for Collaboration** Educators create supportive environments by arranging mixed-age group activities to promote peer learning and support. Spaces are designed to be flexible, allowing for group interactions and solitary play as needed. Resources include diverse cultural materials and loose parts that encourage creativity and interaction. Adequate supervision ensures safety while allowing children the freedom to explore and collaborate. Educators use techniques like Circle of Security and child-centred programs to teach social skills, fostering a community of cooperation and mutual respect.  **Critical Reflection -** **Reflecting on Social Justice and Equity** Our team regularly reflects on social justice and equity by adapting activities to ensure all children, including those with additional needs, can participate fully. We incorporate diverse cultural perspectives into our curriculum, celebrating various family structures, gender roles, and community jobs. By considering the costs of excursions and providing subsidies or alternative activities, we ensure inclusivity. This approach ensures that every child, regardless of background or ability, has the opportunity to engage in active, inclusive, and collaborative learning experiences.  **Families and community -** **Using Family and Community Input** We use family and community input by integrating children’s interests and special events into our activities. For example, we celebrated a child's birthday by inviting their family to share cultural traditions with the class, fostering respect and openness. Community elders and medical professionals visit to educate children about various health conditions like asthma, promoting empathy and understanding. This collaborative approach helps children respond to others with respect and openness, enhancing their social and emotional learning.  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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| **Element 5.2.1** | **Collaborative learning** Children are supported to collaborate, learn from and help each other. |

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** |
|  | Certain children may dominate the discussions and decision-making processes, while others may feel hesitant or overlooked. This imbalance in participation can hinder the overall effectiveness and inclusivity of collaborative learning. | Children are supported to collaborate, learn from and help each other. |  | Evaluate our practices to see where our educators are at.  Encouraging educators to support children to collaborate, learn from and help each other. | *Educators provide opportunities for children to share play experiences, respond in positive ways to ideas and suggestions others make, and participate in ongoing projects requiring shared research, problem solving and decision making*:   * Create a classroom environment that encourages and values sharing and collaboration. * Set up activities that promote shared play experiences, such as cooperative games or pretend play scenarios where children can take on different roles and work together. * Teach and model positive communication and active listening skills, so children can respond in positive ways to ideas and suggestions from their peers. * Provide opportunities for children to engage in ongoing projects that require shared research, problem-solving, and decision-making. This could involve working on a long-term science experiment, planning and organizing a class event, or collaborating on a creative art project. * Facilitate group discussions and brainstorming sessions where children can contribute their ideas, thoughts, and suggestions, and encourage them to build upon and support each other's contributions. * Encourage children to take turns leading and contributing to group activities, allowing each child to showcase their skills, strengths, and knowledge in different areas. |  |  |
| 5.2.1  Week 16  **Exceeding  Embedded** | Various factors, such as time constraints or curriculum demands, children may not have enough chances to engage in meaningful collaborative experiences and fully benefit from learning from and helping their peers. | Educators create supportive environments that enable children to collaborate, learn from and help each other. |  | Evaluate practice and the learning environment to see how supportive it is in enabling children to collaborate, learn from and help each other.  Conduct guided practice with the Ed Leader to improve. | *Educators create supportive environments that enable children to collaborate, learn from and help each other. For example, they* consider:   * group size * activities with mixed ages and abilities * design and use of space * resources, for example, that reflect diverse culture, loose parts that promote interactions * adequate supervision * supportive educator interactions with children attuned to their verbal and non-verbal communication * circle of security techniques * environments that h support children’s interests and ideas, child centred program * teaching social skills to assist collaboration eg co-operation, sharing, turn-taking, positive feedback |  |  |
| 5.2.1  Week 16  **Exceeding  Critical reflection** | Without a social justice and equity perspective, collaborative learning opportunities may inadvertently perpetuate inequalities and reinforce existing biases. | *Educators reflect from a social justice and equity perspective about building active, inclusive, and collaborative learning opportunities for every child.* |  | Critical Reflection and Dialogue: Engage in critical reflection and dialogue with children and colleagues about social justice, equity, and inclusivity in the learning environment. Encourage open discussions, ask thought-provoking questions, and challenge biases and stereotypes to promote a more inclusive and equitable learning community | *Educators reflect from a social justice and equity perspective about building active, inclusive, and collaborative learning opportunities for every child. For example, they:*   * consider activities in which additional needs children can participate and then adapt so all children participate in them * ensure all children’s cultures are regularly included/discussed in learning activities * promote diversity in activities and experiences including diverse family structures, gender roles, and jobs representing service families and communities * consider costs of excursions and subsidise if necessary or plan alternative activities for all children. |  |  |
| 5.2.1  Week 16  **Exceeding  Families and community** | Without family and community input, educators may miss out on valuable insights, cultural perspectives, and experiences that can enhance children's collaboration and understanding of others | *Educators use family and community input to help children collaborate and respond to others with respect and openness.* |  | Conduct surveys to gather input on collaborative learning and respect.  Involve parents and community members in classroom activities.  Foster partnerships with families and community organizations.  Organise cultural exchanges to promote understanding and respect.  Include families and the community in decision-making.  Maintain regular communication channels. | *Educators use family and community input to help children collaborate and respond to others with respect and openness. Examples follow.*  Input about:   * children’s interests, special events such as birthdays, visitors, holidays * children’s medical needs, for example, all children learn about asthma, allergies   Input from:   * cultural groups, elders, medical professionals, visits or information provided to support children’s additional needs. |  |  |

**Summary of Exceeding Themes Standard 5.2 Relationships between children**

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 5.2.1 we have identified the following exceeding theme indicators:   * Educators create supportive environments that enable children to collaborate, learn from and help each other. |
| 2. Practice is informed by critical reflection | In the strength example for element 5.2.1 we have identified the following exceeding theme indicators:   * Educators reflect from a social justice and equity perspective about building active, inclusive, and collaborative learning opportunities for every child. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 5.2.1 we have identified the following exceeding theme indicators:   * Educators use family and community input to help children collaborate and respond to others with respect and openness. |