**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 18, 10 to 14 June 2024 - QIP Suggestions - complete and copy this into your QIP

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| **Element 2.1.1** | **Wellbeing and comfort** Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation. |
| **Strengths** | **MEETING**  Educators implement quiet but meaningful activities/experiences for children who do not require sleep or rest. For example, at our centre, children who do not need a nap engage in quiet activities like reading, drawing, or working on puzzles. These activities are designed to be calming and allow children to rest their minds while still being engaged in learning and creativity. This ensures that they are comfortable and their need for relaxation is met.  Educators implement practices and engage in interactions that ensure all children feel a sense of comfort and belonging. For example, children in our service confidently try new activities and experiences, showing their trust in the environment. Educators are attuned to and respond to children’s non-verbal cues for comfort, such as offering a hug or kind word when needed. Activities reflect each child’s unique culture and family structure, and educators use many techniques to build trusting relationships.  Educators meet children’s individual needs and preferences in relation to health, nutrition, sleep, rest, and relaxation routines and activities. For example, our educators review information on enrolment forms and familiarise themselves with children’s medical management plans. We maintain ongoing conversations with families at drop-off and pick-up times and open communication channels such as Facebook groups. Educators listen to and respond to children’s feedback and preferences and refer to recognised guidance when required, such as Staying Healthy and Red Nose.  **EXCEEDING**  **Embedded practice -** Educators provide a range of opportunities to effectively address and respond to children’s daily needs for sleep, rest, and relaxation, both individually and in groups. For example, our educators create quiet zones with comfortable seating and soft lighting for children who need rest or downtime. They offer a variety of activities like guided relaxation sessions, yoga, and mindfulness exercises to help children unwind. By regularly consulting with children about their preferences, we ensure that every child's needs are met.  **Critical Reflection -**Educators consider and discuss their practice from a social justice and equity perspective to ensure the wellbeing and comfort of every child. For example, educators tailor activities to reflect each child's circumstances and family situation, ensuring inclusivity. They ensure that no child misses out on opportunities due to special needs or family circumstances by planning activities around those needs. Additionally, our team regularly promotes diverse cultures, beliefs, and values, fostering an inclusive environment that respects and celebrates differences.  **Families and community -**Educators engage meaningfully and regularly with families or professionals to meet children’s changing physical, mental, and spiritual needs. Examples include addressing Covid-related anxiety by maintaining open communication with parents and children, supporting those affected by trauma from bushfires or domestic violence, and adapting to age-related changes. We collaborate with ancillary healthcare professionals to monitor and respond to children’s evolving needs, ensuring a holistic approach to their wellbeing.  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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| **Element 2.1.1** | **Wellbeing and comfort** Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation. |

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** |
| 2.1.1 | Some children may not feel a sense of comfort and belonging in the educational setting. | To ensure that all children feel a sense of comfort and belonging. |  | **Create a welcoming environment:** Set up the physical space to be inviting and inclusive, with age-appropriate materials and decorations that reflect diversity.  **Build positive relationships:** Interact with children in a warm and respectful manner, showing genuine interest in their thoughts and feelings.  **Foster peer connections:** Encourage children to collaborate, play together, and participate in group activities to develop friendships and a sense of community.  **Support individual needs:** Recognise and respond to each child's unique background, culture, and abilities, ensuring they feel valued and understood.  **Promote inclusion and acceptance:** Teach children about diversity, empathy, and kindness through age-appropriate discussions, stories, and activities. | *Educators implement practices and engage in interactions that ensure all children feel a sense of comfort and belonging. For example:*   * babies and children initiate interactions with educators * babies and children confidently try new activities and experiences * educators are attuned to/respond to babies and children’s non-verbal cues for comfort * activities reflect child’s unique culture/family structure/home language * educators communicate in ways that promote sense of belonging (get down to children’s level, listen to/respond to children’s ideas, comments) * educators implement “circle of security” techniques to build trusting relationships * educators build strong relationships with a child’s family to better understand a child’s fears, needs, strengths. |  |  |
| 2.1.1  **Exceeding  Embedded** | Some children may not have their sleep, rest, and relaxation needs adequately addressed in the educational setting. | To ensure that all children's daily needs for sleep, rest, and relaxation are effectively addressed and responded to. |  | **Create a conducive environment:** Provide a comfortable and quiet space for relaxation.  **Establish consistent routines:** Designate specific times for sleep, rest, and relaxation.  **Individualised approach:** Adapt strategies based on each child's sleep patterns and needs.  **Encourage calming activities:** Promote reading or listening to soft music for relaxation.  **Group relaxation opportunities:** Facilitate yoga or mindfulness exercises for collective unwinding.  **Collaboration with families:** Communicate with families to incorporate specific sleep requirements.  **Seek professional support:** Collaborate with specialists to address individual sleep challenges.  **Balance active and restful periods:** Create a schedule that allows for recharging and alertness.  **Educate children about sleep importance:** Teach the benefits of rest and healthy sleep habits.  **Promote self-care behaviours:** Model and teach self-soothing and stress reduction strategies. | *All educators provide a range of opportunities to effectively address and respond to children’s daily needs for sleep, rest and relaxation, individually, and in groups. For example:*   * Educators provide a comfortable and quiet space for children to relax and unwind. * They establish consistent routines for sleep, rest, and relaxation. * Educators adapt their strategies based on each child's sleep patterns and needs. * They encourage calming activities like reading or listening to music. * Educators facilitate group relaxation activities like yoga or mindfulness exercises. * They communicate with families to incorporate specific sleep or rest requirements. * Educators collaborate with specialists to address individual sleep challenges. * They balance active and restful periods during the day. * Educators educate children about the importance of sleep and rest. * They promote self-care behaviours and teach stress reduction strategies. |  |  |
| 2.1.1  **Exceeding  Critical reflection** | Potential inequities or biases in the educational practices that may impact the well-being and comfort of some children. | To ensure that every child's well-being and comfort are prioritised through a social justice equity lens. |  | **Increase awareness:** Educators educate themselves about social justice equity principles.  **Reflect on biases:** Engage in self-reflection to identify personal biases that may impact interactions with children.  **Address systemic inequalities:** Work towards a more inclusive and equitable educational environment.  **Promote cultural responsiveness:** Learn and appreciate diverse backgrounds, cultures, and identities of children.  **Incorporate diverse perspectives:** Ensure curriculum materials and teaching strategies represent a range of perspectives.  **Foster inclusive classroom community:** Encourage respectful and inclusive dialogue among children.  **Advocate for all children:** Support children facing social and cultural challenges.  **Collaborate with families and communities:** Engage families to address social justice equity concerns.  **Continuous reflection and improvement:** Reflect, seek feedback, and make adjustments for ongoing progress. | *All educators consider and discuss their practice from a social justice equity perspective to ensure the wellbeing and comfort of every child. For example:*   * educators consider each child’s circumstances/family situation when interacting with children and planning activities and experiences * educators ensure no child misses out on opportunities because of special needs or family circumstances * educators plan activities/experiences around special/additional needs rather than always making adjustments to activities/experiences to enable special needs children to participate   educators regularly promote diverse cultures, beliefs, values, families, workforces. |  |  |
| 2.1.1  Week 17  Date: 5/6/23 **Exceeding  Families and community** | Limited engagement with families or professionals, potentially leading to unmet physical, mental, and spiritual needs of children. | To ensure that children's changing physical, mental, and spiritual needs are met through meaningful and regular engagement with families or professionals. |  | **Establish open communication**: Create an inclusive environment for sharing information and concerns.  **Regular check-ins:** Schedule meetings to discuss children's changing needs and well-being.  **Active listening:** Listen actively to families and professionals, valuing their insights.  **Collaborative planning:** Develop personalised plans with families and professionals to address the child's needs effectively.  **Share resources and strategies:** Provide relevant support materials for physical, mental, and spiritual well-being.  **Maintain confidentiality:** Respect the privacy and dignity of the child and their family.  **Monitor progress:** Assess the child's development and adjust plans accordingly.  **Documentation and record-keeping:** Keep accurate records of discussions, agreements, and actions taken. | *All educators engage meaningfully and regularly with families or professionals to meet children’s changing physical, mental and spiritual needs. Examples include:*   * Covid-related anxiety * trauma related to bushfires, earthquakes, floods * trauma related to domestic violence, child abuse and neglect * age-related physical/mental changes * religious or secular influences from family/community   physical/mental changes resulting from progress working with ancillary healthcare professionals. |  |  |

**Summary of Exceeding Themes Standard 2.1 Health**

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 2.1.1 we have identified the following exceeding theme indicators:   * Educators provide a range of opportunities to effectively address and respond to children’s daily needs for sleep, rest and relaxation, individually and in groups. |
| 2. Practice is informed by critical reflection | In the strength example for element 2.1.1 we have identified the following exceeding theme indicators:   * Educators consider and discuss their practice from a social justice/ equity perspective to ensure the wellbeing and comfort of every child. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 2.1.1 we have identified the following exceeding theme indicators:   * Educators engage meaningfully and regularly with families or professionals to meet children’s changing physical, mental and spiritual needs. |