**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 22, 22 to 26 July 2024 - QIP Suggestions - complete and copy this into your QIP

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| **Element 3.2.2** | **Resources to support play based learning** Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning. |
| **Strengths** | **MEETING** Children used a combination of natural and man-made loose parts to build miniature cities. They gathered twigs, leaves, stones, and small wooden blocks to create buildings and roads. Books and IT resources provided information about different architectural styles and urban planning. A local architect visited to talk about building design, enhancing their understanding of the built environment. This activity integrated natural elements, promoting learning about both environments.  Children were provided with carpentry tools and materials to build small structures. They used hammers, nails, and saws under supervision, promoting fine motor skills and understanding of construction principles. Climbing structures encouraged physical risk-taking, while using glue and scissors for art projects developed hand-eye coordination and creativity. Water play with different vessels and tools fostered exploration and problem-solving, supporting development in a safe, challenging environment.  Children are actively involved in deciding which resources to purchase. Educators hold discussions with children about their interests and needs, and visuals are used to help them express their preferences. For example, a visual board is set up where children can place pictures or drawings of items they want. This participatory approach ensures that the resources reflect the children's interests and support their learning and development.  **EXCEEDING**  **Embedded practice -** Educators creatively adapt spaces and resources to enhance learning outcomes. For instance, children use leaves and twigs for painting, encouraging creativity and a connection to nature. Spaces are used to explore Indigenous cultures through storytelling and artefacts. STEM activities are integrated using everyday items to explore scientific concepts. Flexible use of space allows for varied learning setups, such as outdoor classrooms, promoting engagement and adaptability in learning.  **Critical Reflection -**Following critical reflection, several changes were implemented. Safety equipment like goggles was improved to support risk-taking activities. Adjustments were made to ensure surfaces and equipment didn't get too hot in the sun. New resources were introduced to younger age groups, reflecting a shift in beliefs about children’s capabilities. Efforts were made to source resources that reflect community diversity, including more loose parts for creative play, and visits to second-hand shops to find unique items.  **Families and community -**Our resources and equipment are reflective of the local community and our collaboration with it. We ensure diversity is represented by including items donated by families and the community. Projects often involve local cultural elements, such as indigenous artefacts or community-driven activities. We also build some of our equipment with the help of community members, ensuring that our service remains connected and relevant to the local context.  **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** |
| 3.2.2 | Limited exploration of built and natural environments beyond the playground. | To expand children's understanding of built and natural environments through hands-on exploration and documentation. |  | **Provide** children with opportunities to explore play space, parks, gardens, and natural areas. **Equip** children with nature exploration kits including magnifying glasses, and nature journals. **Facilitate** guided observations of plants, insects, birds, and other living creatures in their natural habitats. **Encourage** children to document their findings through sketches, descriptions, and photographs. **Conduct** group discussions to deepen understanding of ecological relationships, plant growth cycles, and animal habitats. | *Educators provide children with resources, so they learn more about built and natural environments. For example, we provide:*   * natural and man-made loose parts * books/IT resources and information * human resources, such as visitors. |  |  |
| 3.2.2  **Exceeding  Embedded** | Limited exploration of built and natural environments beyond the playground. | To expand children's understanding of built and natural environments through hands-on exploration and documentation. |  | **Facilitate** guided observations of plants, insects, birds, and other living creatures in their natural habitats.  **Encourage** children to document their findings through sketches, descriptions, and photographs.  **Conduct** group discussions to deepen understanding of ecological relationships, plant growth cycles, and animal habitats.  **Collaborate** with educators to incorporate lessons and activities that reinforce the concepts learned during exploration. | *Educators* *regularly use spaces and resources in flexible and creative ways to promote learning outcomes.*   * We use natural resources such as leaves, twigs to paint. * We use spaces and resources to promote learning about Indigenous and other cultures.   STEM activities. |  |  |
| 3.2.2  **Exceeding  Critical reflection** | Identified the need for improvements and modifications in the resources and equipment used. | To enhance the effectiveness, relevance, and quality of resources and equipment used in the learning environment. |  | **Conduct** a critical reflection session with the team or service to identify areas of improvement in the current resources and equipment.  **Analyse** feedback from educators, children regarding the strengths and limitations of the existing resources.  **Research** and explore new resources and equipment options that align with the identified areas for improvement.  **Collaborate** with the team or service to prioritise the necessary changes based on available resources, budget constraints, and anticipated impact.  **Make decisions** regarding the purchase, modification, of new resources and equipment to address the identified needs.  **Implement** the changes by procuring new resources, modifying existing ones, or providing training on the use of new equipment.  **Monitor** and evaluate the impact of the changes on learning outcomes, engagement among educators and children. | *We have made changes to our resources and equipment following critical reflection. For example:*   * improved use of safety equipment to support risks and challenges (safety goggles) * changes due to equipment/surfaces getting too hot in the sun * offering new resources to different/younger age groups after overcoming personal beliefs about what children’s capabilities * sourcing resources that better reflect the diversity at the service and in the community * sourcing more loose parts both man-made and natural (resources that promote creativity and imagination) * sourcing a wider range of resources and equipment   visiting second-hand shops. |  |  |
| 3.2.2  **Exceeding  Families and community** | Lack of alignment between resources and equipment and the local community or collaborative efforts. | To ensure that resources and equipment reflect the local community and promote collaboration between the service and the community. |  | **Conduct research** and assessments to gain a deeper understanding of the local community's culture, values, and interests.  **Identify resources** and equipment that align with the local community's needs, preferences, and aspirations.  **Seek input** and feedback from community members, parents, and educators regarding their expectations and suggestions for relevant resources.  **Collaborate with community** organisations, experts, and individuals to develop or source resources that reflect the local community's unique characteristics.  **Establish partnerships** and collaborations with local businesses, institutions, or organisations to provide access to specialised equipment or expertise.  **Regularly evaluate** and update resources and equipment to ensure ongoing alignment with the evolving needs and dynamics of the local community. | *Our resources and equipment reflect the local community and the way we collaborate with the community in the following ways. We:*   * reflect the diversity of the local community * receive items the community and families donate   build our equipment with family/community support. |  |  |

**Summary of Exceeding Themes Standard 3.2 Use**

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 3.2.2 we have identified the following exceeding theme indicators:   * Educators regularly use spaces and resources in flexible and creative ways to promote learning outcomes. |
| 2. Practice is informed by critical reflection | In the strength example for element 3.2.2 we have identified the following exceeding theme indicators:   * We have made changes to our resources and equipment following critical reflection. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 3.2.2 we have identified the following exceeding theme indicators:   * Our resources and equipment reflect the local community and the way we collaborate with the community in the following ways. |