**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 21, 15-19 July 2024 - QIP Suggestions - complete and copy this into your QIP

|  |  |
| --- | --- |
| **Element 3.2.1** | **Inclusive environment** Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments. |
| **Strengths** | **MEETING**  **Organising Indoor or Outdoor Spaces to Meet Children’s Interests or Ideas.** We organised our outdoor space to align with children’s interests by creating a vibrant obstacle course. This project stemmed from their enthusiasm for physical challenges and teamwork. The course included various elements like balancing beams, tunnels, and climbing structures. Additionally, I set up a gardening area where children could plant flowers and vegetables, fostering a sense of responsibility and connection to nature. Indoors, we created teepees for quiet reading and imaginative play, promoting creativity and a sense of adventure.  **Adapting the Environment to Encourage or Support Participation.** To encourage participation, we recently revamped our indoor environment to be more inviting and accessible. I introduced a range of loose parts, such as blocks and fabric, allowing children to explore and create freely. To accommodate children with sensory issues, I incorporated sensory-friendly materials like soft cushions and quiet corners. Outdoors, we rearranged furniture to create new activity zones, ensuring easy movement between spaces. This setup included areas for messy play and calm retreats, supporting diverse needs and fostering an inclusive environment.  **Using Indoor or Outdoor Spaces to Promote Positive Relationships. Our** yarning circle and firepit area are central to promoting positive relationships. Recently, we used this space for a storytelling session where children shared their own stories, fostering empathy and cooperation. Indoors, we designated a corner for cooperative games, encouraging children to work together and build leadership skills. This space is also utilised for mindfulness activities, helping children develop self-awareness and emotional regulation. These environments support a culture of respect, sharing, and community bonding.  **EXCEEDING**  **Embedded practice -** Our approach to inclusive environments is embedded in our service philosophy. We design spaces that promote inclusive practices and participation, ensuring every child feels welcome and valued. Safety is a top priority, with careful consideration given to creating secure, accessible areas. We focus on high-quality learning outcomes by incorporating children's interests, ideas, and strengths into our activities. Our connection with the community is evident in spaces that reflect local culture and values, enhancing children's sense of belonging from connecting with community professionals.  **Critical Reflection -**Recently, our team reflected on enhancing our environment to better promote inclusion. We decided to introduce more accessible loose parts, allowing children of all abilities to engage creatively. We also reconfigured our indoor space to facilitate easier movement between areas, supporting spontaneous play and exploration. To accommodate sensory issues, we added quiet zones with soft textures and calming colours. Our ongoing adjustments to furniture and equipment ensure our environment remains dynamic and responsive to children's changing needs, fostering an inclusive atmosphere.  **Families and community -**Our teams work with families and the community to foster an inclusive and flexible learning environment. For example, we involve family and community tradies in refurbishing and redeveloping our outside environment, including advice on habitats for frogs. Community inclusion involves the local Men’s Shed. We seek input from an additional needs and child wellbeing specialist with family connections to the service, and a physiologist, about environment design and use.  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

|  |  |
| --- | --- |
| **Element 3.2.1** | **Inclusive environment** Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments. |

Improvement plan (identified through assessment against NQS indicators)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |
| 3.2.1 | Some children are not engaged and are exhibiting disruptive behaviours due to a lack of interest in current activities and spaces. | We want to increase children's engagement and reduce disruptive behaviours by aligning indoor and outdoor spaces with children's interests and ideas. |  | **Survey:** Ask children and their parents about their interests and what they would like to see in the play spaces.  **Research:** Look into educational resources and past successful examples of engaging spaces for inspiration.  **Plan:** Design new spaces that cater to the surveyed interests.  **Implement:** Arrange the spaces with the help of other educators, involving children where possible.  **Evaluate:** Observe children's behaviours and ask for their feedback on the changes. | *Educators organise indoor and outdoor spaces to meet children’s interests or ideas. These include:*   * project activities * an obstacle course * our pets * teepees * gardening/sustainability activities * construction activities * sport/dancing/yoga   creative/art activities. |  |  |
| 3.2.1  **Exceeding  Embedded** | The current arrangement of spaces may not reflect our commitment to inclusivity as expressed in our service philosophy. | We aim to better embody our philosophy of inclusivity in how we organise and use our service spaces. |  | **Review:** Revisit our service philosophy and identify key points of inclusivity.  **Audit:** Assess current environments for inclusivity, identifying strengths and areas for improvement.  **Collaborate:** Involve educators, families, and children in brainstorming sessions for improvements.  **Implement:** Make necessary changes in the organisation and usage of service spaces.  **Review and Adjust:** Regularly review the changes and adjust as necessary for continuous improvement. | *Our approach to inclusive environments, including the way we organise and use service spaces, reflects our service philosophy. For example, we:*   * promote inclusive practices and participation * prioritise safety * promote high-quality learning outcomes (based on children’s interests/ideas/strengths/connection with community). |  |  |
| 3.2.1  **Exceeding  Critical reflection** | We may not be fully utilizing our space, equipment, and resources to promote inclusion. | We aim to enhance our use of space, equipment, and resources to foster a more inclusive environment. |  | **Reflection:** Team members individually reflect on the current use of space, equipment, and resources, identifying potential improvements.  **Discussion:** Conduct team meetings to share and discuss reflections, gather ideas for improvement.  **Plan:** Develop an action plan based on the gathered ideas, outlining changes to be made.  **Implementation:** Carry out the changes according to the plan.  **Review:** Regularly review and evaluate the impact of the changes, making further adjustments as necessary. | *Our teams reflect on improving the use of space, equipment and resources to promote inclusion. For example:*   * our environment is stimulating, regularly refreshed, and looks amazing * our environment has many accessible loose parts * children can easily move between indoors and outdoors * we regularly move furniture and equipment to support new/different activities * to accommodate children’s sensory issues we … * to meet children’s additional needs we ... |  |  |
| 3.2.1  **Exceeding  Families and community** | We could strengthen our collaboration with families and the community to create a more inclusive and flexible learning environment. | Our goal is to improve our engagement with families and the local community to enhance the inclusivity and flexibility of our learning environment. |  | **Engagement:** Increase communication with families and the local community about our goals for an inclusive and flexible learning environment.  **Collaboration:** Involve families and community members in decision-making processes and brainstorming sessions for improving the learning environment.  **Training:** Provide training to team members on how to effectively involve families and the community in creating an inclusive environment.  **Implementation:** Implement ideas gathered from families and the community, with team members facilitating the changes.  **Evaluation:** Regularly review and evaluate the changes, taking into account feedback from families, community, and team members. | *Our teams work with families and the community to foster an inclusive and flexible learning environment. Examples include:*   * family and community tradies/businesses that are involved in refurbishing or redeveloping environment   seeking input from additional needs and child wellbeing specialists about environmental design and use. |  |  |

**Summary of Exceeding Themes Standard 3.2 Use**

|  |  |
| --- | --- |
|  |  |
| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 3.2.1 we have identified the following exceeding theme indicators:   * Our approach to inclusive environments, including the way we organise and use service spaces, reflects our service philosophy. |
| 2. Practice is informed by critical reflection | In the strength example for element 3.2.1 we have identified the following exceeding theme indicators:   * Our teams reflect on improving the use of space, equipment and resources to promote inclusion. |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 3.2.1 we have identified the following exceeding theme indicators:   * Our teams work with families and the community to foster an inclusive and flexible learning environment. |