**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 32 14 to 18 October 2024 - QIP Suggestions - complete and copy this into your QIP

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| **Element 6.2.2** | **Access and Participation**Effective partnerships support children’s access, inclusion and participation in the program. |
| **Strengths** | **MEETING -** *A child in our program came from a family undergoing separation, which affected their behaviour and engagement. To support their inclusion, we created a calm, predictable routine to offer stability, provided extra emotional support, and worked closely with the family. We adjusted activities to ensure the child could participate comfortably and communicated frequently with the family to ensure consistency between home and the centre, promoting the child's sense of belonging.**A child with a keen interest in construction and hands-on learning often disengaged in structured group activities. Using this knowledge, we integrated more building-based activities and STEM projects into the program, allowing the child to participate actively. We adapted tasks to suit their kinaesthetic learning style, creating opportunities for them to lead peer activities, fostering confidence, and supporting their inclusion and participation in the program.**We recently adapted the environment for a child with Sensory Processing Disorder (SPD). After consulting with an occupational therapist, we introduced sensory-friendly materials and a quiet space to help the child regulate during transitions. We also adjusted group activities to allow more choice and flexibility, ensuring the child could fully participate without becoming overwhelmed. These changes supported the child’s inclusion and improved overall engagement.***EXCEEDING****Embedded practice -** *Our team consistently partners with local community groups, including a refugee support agency, to enhance children's participation. We have regular meetings and phone catch-ups, and the agency helps us adjust the program for children from diverse backgrounds. This ongoing collaboration ensures cultural sensitivity and offers tailored support for children and families, promoting inclusion and participation across our service.***Critical Reflection -** *We recently partnered with a local Indigenous cultural group to enhance children’s learning and well-being. This partnership provides cultural learning opportunities, supporting children’s sense of belonging. We also incorporated a quiet space for children needing downtime and used the children’s strengths and interests to shape their participation in new activities, ensuring their overall inclusion and engagement.***Families and community –** Our partnership with a nearby community health service has fostered a culture of inclusion and belonging. The service provides regular health check-ups and well-being sessions for children and families, addressing equity issues and supporting all children, especially those from diverse backgrounds. This partnership enables us to offer more resources and connections to support every child's development and inclusion.**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** |
| 6.2.2Week 32 | Limited collaboration with external organisations and families to enhance children's access and inclusion. | We aim to improve children's access, inclusion, and active participation in the program through effective partnerships. |  | Identify key community partners and resources.Collaborate with families to understand children's needs and strengths.Develop a plan for inclusive activities and adaptations.Establish partnerships with local organizations to provide support.Regularly evaluate and adjust our approach based on feedback and results. | Increased engagement, participation, and satisfaction among children and families. Positive feedback and improved inclusion metrics. |  |  |
| 6.2.2Week 32**Exceeding Embedded** | Educators consistently maintain ongoing collaborative community partnerships and link with community support agencies to enhance children’s access, inclusion, and participation in the program. | We aim to establish and maintain strong partnerships with the community and support agencies to enhance children's access, inclusion, and participation. |  | Identify potential community partners and support agencies.Reach out and establish partnerships through communication and collaboration.Plan and implement joint activities and programs with these partners.Regularly assess the impact of these partnerships on children's access, inclusion, and participation.Adapt and improve our collaborative efforts based on feedback and results. | *Educators consistently maintain ongoing collaborative community partnerships and link with community support agencies to enhance children’s access, inclusion, and participation in the program. For example:** through ongoing partnerships such as regular visits, always being accessible when required, regular phone catch-ups, coffee mornings.
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| 6.2.2Week 32**Exceeding Critical reflection** | Limited consideration of opportunities to improve children's inclusion, learning, and wellbeing. | We aim to actively identify and implement opportunities that enhance children's inclusion, learning, and overall wellbeing. |  | Regularly review our curriculum and activities.Seek input from children, families, and colleagues.Explore new ideas, resources, and partnerships.Implement changes that enhance inclusion, learning, and wellbeing.Continuously monitor and adapt our practices based on results. | *Educators regularly consider opportunities to enhance children’s inclusion, learning, and wellbeing. For example:** new partnerships with community organisations
* connections with cultural groups
* resources, words, and activities supporting home language and culture
* focus on children’s interests and strengths to encourage participation
* adjustments to environment and program to support children with additional needs
* opportunities that challenge children (risky play)
* spaces where children can “chill out”
* spaces where children can “hide”
* leadership opportunities
* collaborative learning (see element 5.2.1)
* learning about emotions, feelings, socially acceptable behaviour
* any extended-learning activities
* learning during routines.
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| 6.2.2Week 32**Exceeding Families and community** | Limited community partnerships affecting the sense of inclusiveness and belonging at the service. | We aim to create a welcoming and inclusive environment through community partnerships that make everyone feel like they belong. |  | Identify potential community partners.Build relationships and collaborations with these partners.Plan joint activities and initiatives that promote inclusiveness and belonging.Encourage active participation from children, families, and community members.Regularly assess the impact of these partnerships on the sense of inclusiveness and belonging. | *Community partnerships contribute to a culture of inclusiveness and sense of belonging at the service. For example, they:** enable all children to participate eg…
* address social justice and equity issues eg…
* support families, enabling them to focus more on their children, which makes them feel included
* encourage cultural connections to ensure children and families from diverse backgrounds feel included.
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**Summary of Exceeding Themes Standard 6.2 Collaborative Partnerships**

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 6.2.2 we have identified the following exceeding theme indicators:* Educators consistently maintain ongoing collaborative community partnerships and link with community support agencies to enhance children’s access, inclusion, and participation in the program.
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| 2. Practice is informed by critical reflection | In the strength example for element 6.2.2 we have identified the following exceeding theme indicators: * Educators regularly consider opportunities to enhance children’s inclusion, learning, and wellbeing.
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| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 6.2.2 we have identified the following exceeding theme indicators:* Community partnerships contribute to a culture of inclusiveness and sense of belonging at the service.
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