**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 33 21 to 25 October 2024 - QIP Suggestions - complete and copy this into your QIP

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| **Element 6.2.3** | **Community Engagement** The service builds relationships and engages with its community.  |
| **Strengths** | **MEETING - Activity engaging children with local community members/organisations:** We’ve organised an excursion to the local fire station where the children interacted with firefighters and learned about fire safety. The children explored the fire truck, tried on helmets, and asked questions about the role of emergency services. This visit helped them understand the importance of community helpers and the work they do to keep us safe. The children later incorporated their experience into dramatic play scenarios back in the classroom.**Extending learning following a community visit/excursion:** After visiting the local bakery, I extended the children’s learning by setting up a role-play bakery in the classroom. The children took turns being bakers, customers, and cashiers, using playdough to make pretend pastries. We discussed the ingredients used in baking and compared different types of bread. I also introduced a storybook about baking, which further reinforced the new vocabulary and concepts they had learned during the excursion.**Resources reflecting diverse cultures:** In my room, we have several resources that celebrate cultural diversity, including a selection of storybooks featuring characters from Indigenous, African, and Asian backgrounds. We also display images of local community members, such as a photo of a child’s family celebrating Diwali, and use multicultural dolls in our dramatic play area. These resources promote inclusivity and provide children with a chance to see themselves and others reflected in the materials they use.**EXCEEDING****Embedded practice -** **Community activities reflecting commitment to EYLF/MTOP principles and practices:** Connecting children with their community, such as inviting local elders or going on excursions, demonstrates respect for diversity and holistic approaches. These activities nurture children's personal, social, and emotional well-being while fostering cultural participation. They align with Vygotsky’s socio-cultural theory, emphasising that children are active learners. Resources like walking ropes, native plants, and cultural artefacts support these rich experiences.**Critical Reflection -****Exploring new links/partnerships with community organisations:** When we identified that children were struggling with fine motor skills, we partnered with a local occupational therapist (OT) to develop a support plan. The OT visited the centre to demonstrate strategies for enhancing motor development. This partnership also strengthened our connection to local health services, allowing us to provide targeted support to other children with similar needs, enhancing their learning outcomes and well-being.**Families and community – Family and Community Links. Relationships informed by collaborative partnership guidance:** Our partnership with the local library reflects best practices in professional collaboration. We work cooperatively with library staff to plan monthly visits, where children engage in storytelling and borrow books. This collaboration features open communication and joint problem-solving to address literacy needs, allowing us to integrate diverse viewpoints and enhance children’s early literacy skills through shared expertise and experiences.**Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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| **Element 6.2.3** | **Community Engagement** The service builds relationships and engages with its community.  |

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** |
| 6.2.3Week 33 | Identified the need to enhance community engagement. | To build strong relationships and active engagement with our local community. |  | Initiate regular community events.Create a community newsletter.Host open service events.Partner with local organisations. | Increased participation in community events and positive feedback from community members. |  |  |
| 6.2.3Week 33**Exceeding Embedded** | Recognised the need to align activities with EYLF/MTOP principles. | To ensure that activities promote children's development in line with EYLF/MTOP. |  | Review EYLF/MTOP guidelines.Plan activities that align with principles.Incorporate cultural diversity and inclusivity.Observe and assess children's engagement and development. | *Activities connecting children with their community reflect a strong commitment to the principles and practices of the EYLF/MTOP.* EYLF/MTOP principles * Respect for diversity – connect with diverse community members/groups.

EYLF/MTOP practice* Holistic approaches – community members/organisations that meet children’s physical, personal, social, emotional, and spiritual wellbeing.
* Responsiveness to children (their interests).
* Intentional teaching, for example, about children’s community.
* Socio-cultural theory – Vygotsky, Malaguzzi, Rogoff, Fleer – children are active participants in their learning; educators use intentional teaching; relationships, and cultural participation lead to learning.

*Educators also use resources that support community engagement and inclusion. For example:** cultural resources, excursion resources (walking ropes), traffic/transport resources that support learning and excursions into community, other resources that support learning about the community (native plants, pets, cooking items), loose parts to build items related to community events/outings
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| 6.2.3Week 33**Exceeding Critical reflection** | Identified gaps in our community partnerships. | To strengthen outcomes by identifying and addressing community needs through new partnerships. |  | Assess current partnerships.Identify unmet community needs.Research potential partners.Reach out to new community organisations. | *We identify needs and explore new links/partnerships with community organisations to strengthen outcomes. For example:** partnerships with health professionals such as OTs, speech therapists, optometrists, dentists, paediatricians
* local (council) services
* working with organisations/community members to implement behaviour plans/learning plans/medical plans
* links with cultural organisations
* links with community groups providing dance, sport, yoga
* links with businesses/venues for regular outings/excursions.
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| 6.2.3Week 33**Exceeding Families and community** | Identified a need for more effective community relationships. | To build community relationships following recognised guidance on collaborative partnerships. |  | Research recognised guidance on collaborative partnerships.Train staff on these principles.Apply principles in community interactions. | *Community relationships are developed with regard to current recognised guidance on collaborative partnerships. For example:** co-operatively working towards common goals
* open communication, information sharing, joint planning and problem solving
* respecting and using diverse viewpoints, skills, experiences, and backgrounds.
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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 6.2.3 we have identified the following exceeding theme indicators:* *Activities connecting children with their community reflect a strong commitment to the principles and practices of the EYLF/MTOP*
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| 2. Practice is informed by critical reflection | In the strength example for element 6.2.3 we have identified the following exceeding theme indicators: * *We identify needs and explore new links/partnerships with community organisations to strengthen outcomes.*
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| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 6.2.3 we have identified the following exceeding theme indicators:* *Community relationships are developed with regard to current recognised guidance on collaborative partnerships.*
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