**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 34 28 October to 1 November 2024 - QIP Suggestions - complete and copy this into your QIP

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| **Element 3.1.1** | **Fit for Purpose**Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child. |
| **Strengths** | **MEETING - Indoor/outdoor spaces reflecting diversity**Our spaces reflect the diversity of our families and local community through authentic integration, not just tokenistic displays. For example, we feature First Nations' murals, flags, and a yarning circle, incorporating Indigenous culture into everyday learning. Native gardens, veggie patches, and cultural artefacts from different backgrounds are present. The local community’s identity, including farming and sports, is woven into our environment, promoting sustainability and belonging.**Flexible use of spaces.** We adapt our spaces flexibly, adjusting to the needs of children and educators. For example, sliding doors between rooms are left open to merge spaces or closed for quieter activities. Furniture is rearranged to support various activities like sports, free play, or quiet time. This flexibility allows us to meet staffing needs, promote effective supervision, and extend learning opportunities tailored to children’s ages, interests, and spontaneous activities, sparking creativity and engagement.**Promoting environmental sustainability**Our indoor and outdoor spaces foster environmental awareness and sustainability. Native gardens provide lessons on plants adapting to local climates. We involve children in veggie gardening, harvesting, and cooking, discussing sustainability and reducing our footprint. Composting, worm farming, and recycling are integral to our daily activities, while children care for service animals and learn about ecosystems. Through natural materials and dry creek beds, we teach water conservation and resource care.**EXCEEDING****Embedded Practice** **Supporting safe participation in the program**Our environment is designed to support the safe participation of all children, ensuring inclusivity. We create spaces that cater to additional needs, such as sensory-friendly areas or modifications for physical disabilities. Small and large group interactions are encouraged with flexible spaces. We promote risky play through secure setups, and our equipment reflects children's cultural backgrounds. Our design also nurtures individual interests, fostering engagement and participation in all activities.**Critical Reflection -****Reflecting on environment design from a social justice perspective.** We critically reflect on our environment from a social justice and equity lens. For example, we ensure that all cultural backgrounds, including minority groups, are represented through displays and resources. We equally support children with complex needs or challenging family dynamics. Our spaces are designed to cater to every child’s interests, not just those easily accommodated. Private spaces, such as bathrooms, are designed to uphold children’s rights to privacy and dignity, respecting their individual needs.**Families and community –** We don’t limit indoor or outdoor spaces to our premises for learning. We use the whole neighbourhood in our business park in creative ways to promote children’s learning. On initial inspection, our indoor spaces look boring because we don’t subscribe to the “drawn numbers on rocks” constructivist approach to learning. We believe less is more. Children form groups and explore imagination in play, and we use our local businesses and location to enhance learning outcomes.**Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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| **Element 3.1.1** | **Fit for Purpose**Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child. |

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** |
| 3.1.1Week 34 | **Fit for Purpose**Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child. | Safe and updated equipment for children. |  | 1. Audit current equipment. 2. Budget for replacements. 3. Purchase and install new equipment. | New equipment installed and in use. |  |  |
| 3.1.1Week 34**Exceeding Embedded** | Tables and chairs too high for younger children. | Furniture suitable for all age groups. |  | 1. Measure appropriate heights. 2. Purchase adjustable or age-appropriate furniture. 3. Replace old furniture. | *The design of the physical environment, and the furniture, equipment, and resources, supports and encourages each child to safely participate in the program. For example:** we carefully consider measures to promote participation of children with additional needs, such as quiet spaces, areas catering for children with sensory needs, adjustments made to cater for children with physical disabilities
* we incorporate spaces that allow small and large group interactions
* our spaces and equipment enable risky play
* our spaces, equipment, and resources enable children to engage with their interests
* our environment and resources reflect a child’s culture and community
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| 3.1.1Week 34**Exceeding Critical reflection** | Limited multicultural representation in play and learning materials. | An inclusive environment that reflects diverse cultures and backgrounds. |  | 1. Review current materials for representation. 2. Consult with diverse community groups for recommendations. 3. Procure and introduce inclusive materials. | *Educators reflect on the design and use of the physical environment from a social justice and equity perspective to ensure it supports the needs and rights of every child at the service. For example:** our environment reflects all children’s cultures, including the one child who has a different cultural background
* we support all children with additional needs to the same level, including the child whose family is more difficult to deal with, or whose needs are harder/more complex to manage
* we use our environment to engage every child’s interests, not just those that are easy to set up/explore
* our environment design supports children’s rights to privacy, such as in bathrooms.
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| 3.1.1Week 34**Exceeding Families and community** | Limited outdoor space for gross motor physical activities like running and games. | Accessing available space in the community to ensure active play and learning |  | Identify community spaces to use.Re-evaluate and redesign layout for efficient use. Introduce vertical gardens and climbing structures. Rotate outdoor activities in smaller groups. | *Educators use indoor or outdoor spaces in creative ways to promote children’s learning, despite any limitations the physical spaces may impose. We:** assess and use small/difficult-to-access spaces
* assess and use spaces that are difficult to “keep green” or which don’t receive enough sunlight/rain to support trees/plants
* use mirrors to support supervision in spaces that are hard to see
* understand limitations in the use of spaces may relate to gradient/slope, height, access, proximity to neighbours or potential risks, inability to provide shade, odd shape/size.
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**Summary of Exceeding Themes Standard 3.1 Design**

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 3.1.1 we have identified the following exceeding theme indicators:* *The design of the physical environment, and the furniture, equipment, and resources, supports and encourages each child to safely participate in the program.*
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| 2. Practice is informed by critical reflection | In the strength example for element 3.1.1 we have identified the following exceeding theme indicators: * *Educators reflect on the design and use of the physical environment from a social justice and equity perspective to ensure it supports the needs and rights of every child at the service.*
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| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 3.1.1 we have identified the following exceeding theme indicators:* *Educators use indoor or outdoor spaces in creative ways to promote children’s learning, despite any limitations the physical spaces may impose.*
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