



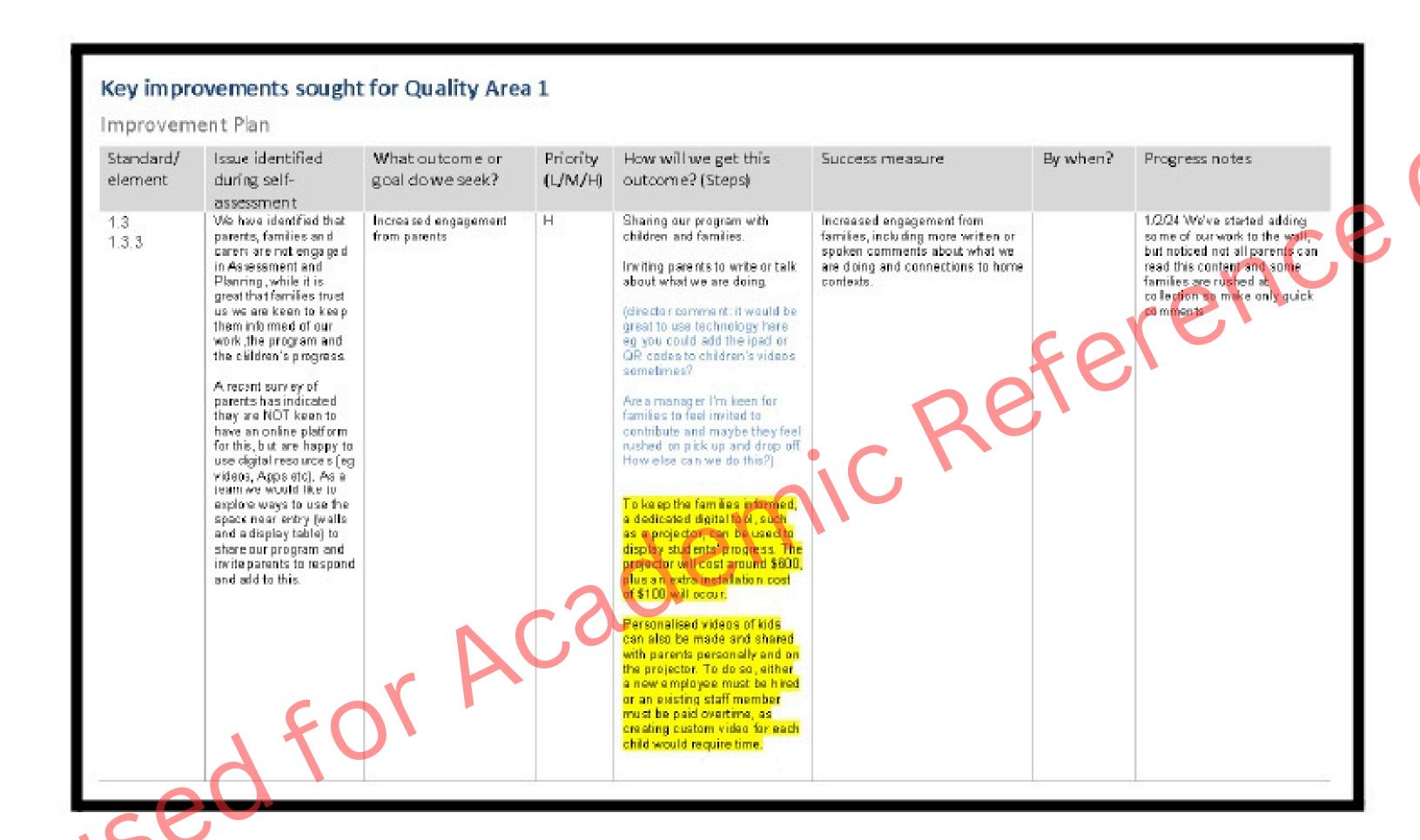
Part A:

University of Canberra is a small early learning service for 36 children. The facility operates daily from 9 AM to 4 PM, emphasising nature-based play and sustainable practices.

Current QIP:

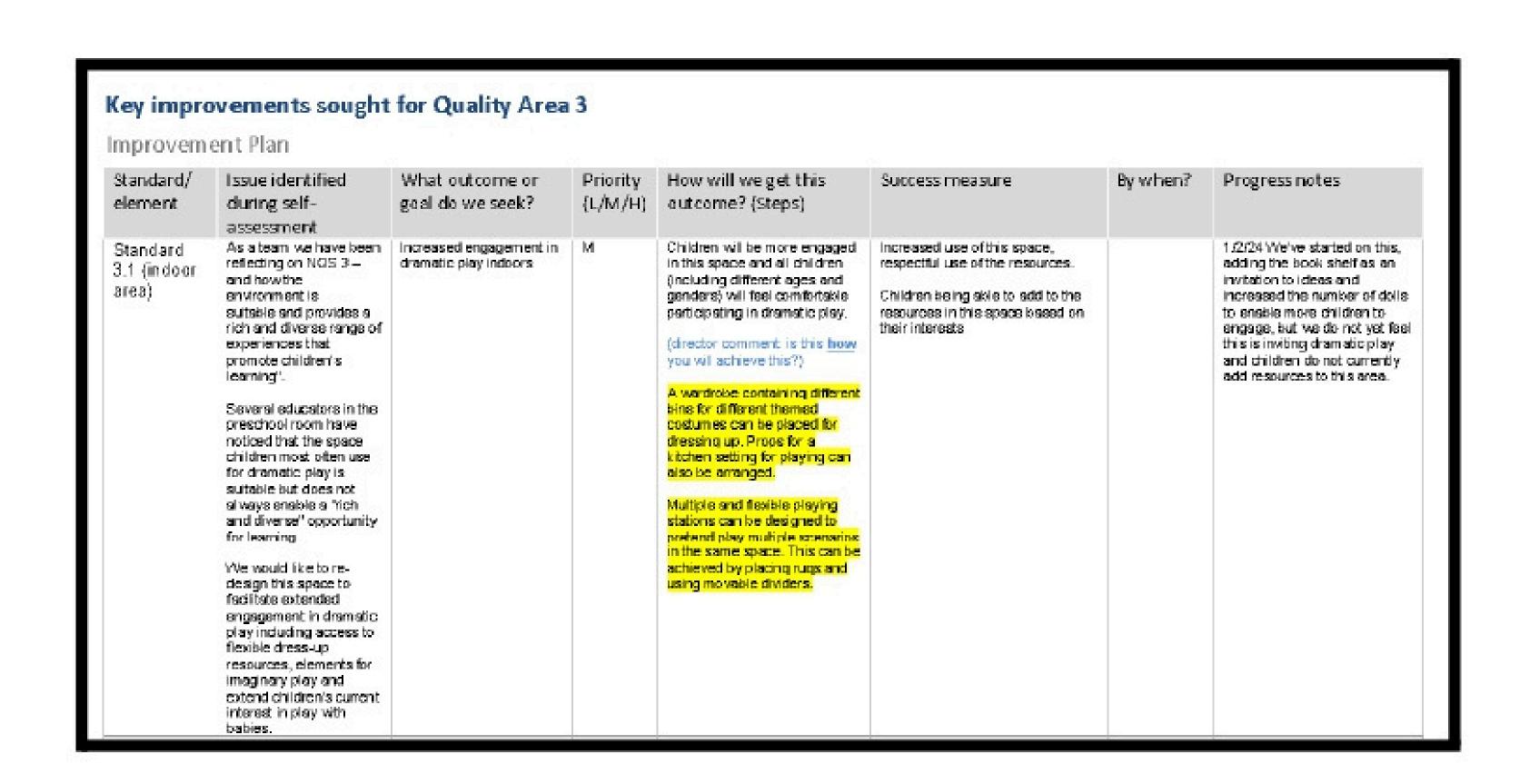
For the assessment, quality area 1 and quality area 3 have been chosen. Suggested changes are highlighted in the yellow text in both Qips, and they have been updated in the quality improvement plan template.

QIP 1



Proposed Suggestions in QIP 1





Proposed suggestions in QIP 3 (Part 1)

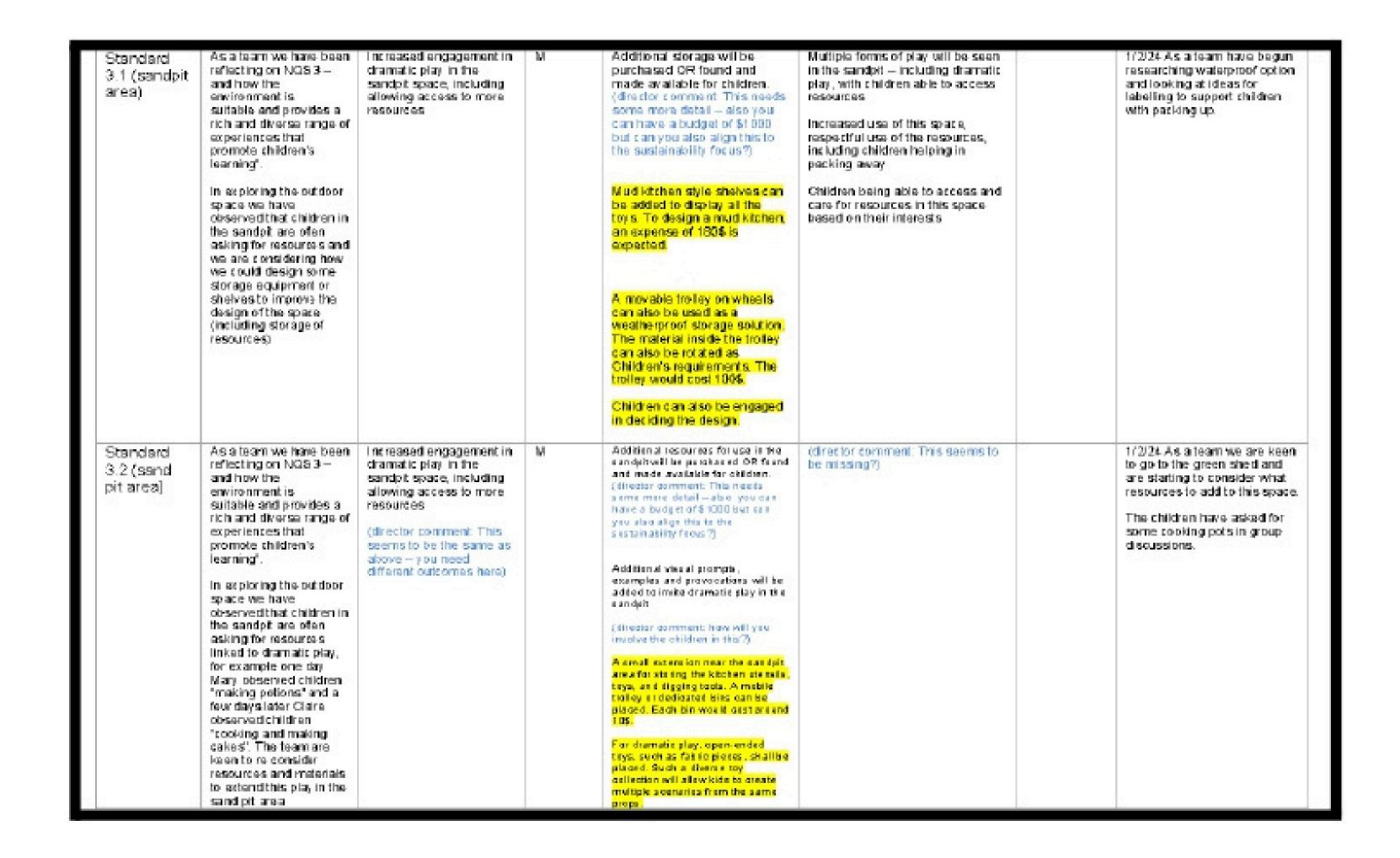


Image: Proposed suggestions in QIP 3 (Part 2)

Practical Ways to Enhance Quality:

Quality Area 1: To enhance parental engagement, a projector can be installed to display the children's progress in video format. Personalized videos highlighting each child's development could also be showcased on the projector, offering an interactive way for parents to stay connected with their child's learning journey.

Quality Area 3: To improve the physical environment, a mud-style kitchen shelf arrangement can be implemented to organize toys in a visually appealing manner. Additionally, a mobile sandpit trolley can be designed to engage children in the outdoor sandpit area. Sustainable materials for this mobile trolley can be sourced from families and charity shops. Children can actively participate in sorting and labeling the materials, making the process a hands-on learning experience.

Part B: Reflection on the QIP Process

The Quality Improvement Plan (QIP) serves as a structured and ongoing approach to reflect on current practices at the University of Canberra's early learning service. The aim is to identify strengths

and areas for improvement, set objectives, and document actionable plans for quality enhancement. This aligns with the National Quality Framework (NQF) in Australia, which requires all approved services to prepare and continuously update a QIP (Harrison et al., 2023).

In this context, the QIP for the University of Canberra focused on identifying and refining childcare practices to meet the evolving needs of children and families (Australian Children's Education and Care Quality Authority, 2014).

The initial analysis of QIP 1 and 3 revealed that while parents trust the service, there is a need for better communication and interaction to strengthen the partnership between the service and families. Parents' involvement is integral to children's learning and development (Ramia et al., 2023). Parents expressed a preference for digital communication via apps and videos rather than through traditional online platforms or social media. In response, the proposal to install a projector screen at the entrance was made to showcase children's progress, emphasizing the critical role of parents in supporting their child's learning journey.

The projector screen, displaying personalized videos of children's development, offers a cost-effective and innovative approach to enhancing parental engagement. This solution aligns with the educators' goal of making learning more transparent and fostering two-way communication with parents, thus promoting a collaborative relationship and a hopeful vision for the future of early childhood education.

In Quality Area 3, the physical environment—both indoor and outdoor—was reimagined to support diverse, imaginative, and self-directed learning experiences. According to Reggio Emilia's educational philosophy, the environment is considered the "third teacher" (Strong-Wilson & Ellis, 2007), recognizing its fundamental role in shaping children's learning experiences.

The suggestion to create a mobile sandpit trolley, sourced sustainably from second-hand shops, and involving children in sorting and labeling materials, supports the development of autonomy and environmental sustainability. Integrating sustainability into the curriculum and daily practices aligns

with the Early Years Learning Framework (EYLF) principle of "Sustainability," encouraging children to take responsibility for the natural world (Kim & Dreamson, 2020).

During the formulation of the QIP, challenges emerged in sourcing sustainable and safe toys for the children. To address this, parents and educators were encouraged to bring open-ended play materials to help meet budget constraints.

Overall, the QIP process has reinforced my dedication to creating high-quality early learning communities through ongoing, critical reflection and collective action. It has also highlighted the importance of involving both children and families in the planning process, fostering their overall development and instilling confidence in the effectiveness of the QIP process.

References:

Australia

MAH Sample Questi