

# PAWCSC QIP 2026

## GOAL

To extend children's learning and engagement in the outdoor environment, through providing opportunities for child voice and agency

## CHALLENGE OF PRACTICE

If educators involve the children in making decisions about what is included within the outdoor environment to construct a meaningful, engaging, adaptable environment, together we will extend children's ability to be effective learners.

## STRATEGY FOR PUBLIC EDUCATION

### Effective learners

Education must develop children and young people who can learn, not only when they are being taught. At preschool and school and throughout their lives, learners need to develop the skills to be effective learners so that they can make the most of future opportunities and respond to changes in their worlds

## SUCCESS CRITERIA

Children will:

- Being creative, thinking outside the box, take chances and use their imagination
- Being curious, asking questions, using trial and error to explore ideas and thinking
- Making meaning, using resources and prior learning to make meaning to a range of learning experiences, transferring knowledge from one context to another
- Showing a range of strategies to problem solve in a range of contexts
- Follow own interests and resource own learning
- Accessing strategies to support their co and self-regulation including choosing a range of resources and learning areas within the outdoor area
- Show they can stop and think about challenges and risks they may face

### NQS Priorities:

- 1.3.2** Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation
- 1.1.2:** Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
- 2.1.2:** Effective illness and injury management and hygiene practices are promoted and implemented
- 3.2.1:** 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

### NQS Priorities:

- 3.2.3:** The service cares for the environment and supports children to become environmentally responsible.
- 6.1.2:** The expertise, culture, values and beliefs of families are respected, and families share in decision making about their child's learning and wellbeing.
- 7.2.2:** The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.