



Exceeding the NQS

Section 6 - Exceeding – Embedded Practice

Assess your practice first.

Read the below description and evaluate it in relation to your practices.

Exceeding – Embedded Practice

We consistently support families to make meaningful contributions to service decisions. This includes decisions about children’s learning, their interests, strengths, and needs, and in relation to those with additional needs. We create inclusion support plans and behaviour management plans. We collaborate on medical risk minimisation and communication plans. Decisions on children’s routines and transitions involve feedback and we seek assistance during planned outdoor renovations.

If you are doing similar practices to the example, use the below question to help you write your ‘**exceeding practice for embedded**’ description so you can add it to your QIP or SAT (NSW only).

For Exceeding the QIP and Self-Assessment Tool (SAT)
Embedded Practice <i>Please give an example showing the way you and your team consistently support families to make meaningful contributions to service decisions</i>

Week 10, 3 to 6 April 2023 – 6.1.1 Engagement with the service

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If you and your educators need to learn how to achieve exceeding – embedded practice, proceed here and do below.

The following section outlines the steps to ensure you are exceeding in Embedded Practice. If you have already successfully completed the previous section demonstrating how you are exceeding in Embedded Practice, you do not need to complete this section.

Look at the words in detail to identify what is exceeding.

Educators consistently support families to make meaningful contributions to service decisions.

Consistently supporting families would mean providing ongoing assistance and care in a reliable and predictable manner. But we need to consider the following point to make sense of this.

Meaningful contributions from families in childcare include parent-teacher conferences, sharing information about their child's needs, volunteering, providing feedback, participating in activities, sharing cultural practices, collaborating on projects, and building a positive and inclusive environment.

Service decisions refer to the choices made by the management and leadership of a centre, such as policies, procedures, and strategies that impact the overall operation of the service. These decisions could include changes to the curriculum, staff training and development, resource allocation, or implementing new programs and initiatives to enhance the quality of care and education provided to children. Service decisions are made with the goal of improving the experience of children, families, and educators within the service.

Now that we have examined the words in detail, we can start exploring what these concepts could look like for you. It is important to ensure that we make it very clear how these three concepts have created change in your service.

Educators consistently support families to make meaningful contributions to service decisions. This includes:

- decisions about a child’s learning, for example, interests, strengths, needs

A practice example of how educators supported families to make meaningful contributions to service decisions regarding a child's learning was by conducting regular meetings or check-ins with parents to discuss their child's progress and goals. During these discussions, educators actively listened to the parent's input and ideas about their child's interests, strengths, and needs, and incorporated this information into the child's individual learning plan. Educators also provided regular updates on the child's learning and development and sought feedback from parents to ensure that the plan was effective and meeting the child's needs. This approach promoted a collaborative partnership between families and educators, ensuring that the child's learning was tailored to their unique interests and needs.

Your turn. Read the points below and select the ones you can either describe how you are doing it now, or how you could plan to do it.

Educators consistently support families to make meaningful contributions to service decisions. This includes:

- decisions about a child's routines and transitions, for example, when to move rooms/groups, rest duration
- contributions, feedback and suggestions during philosophy reviews, policy and procedure reviews including CS Partnerships with families document
- committee membership
- parent questionnaires, for example, about service hygiene, communication, presentation, educational program
- feedback and/or assistance during planned renovations
- contributions, feedback and suggestions about room/group routines, drop-off and pick-up practices, organisation of staff, staff performance
- contributions to continuous improvement practices/service QIP/SAT
- collaboration on medical risk minimisation and communication plans

- decisions made in relation to children with additional needs
- working with families in relation to inclusion support plans, behaviour management plans.

Your turn. Select a point from above and break it down into the three subsections.

Describe how you have *Educators consistently support families*

to make meaningful contributions

to service decisions. (remember, you must show how the families contribution has made a change)

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