



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

Educators understand the way families see/understand their role and its influence on participation in children’s learning or decision-making. Families may believe they have no role because educators are the professionals. We change this through discussion, parent information nights, and portfolio nights. We encourage parents to bring in learning resources such as nature, and visit our frog bog that was recently constructed with the assistance of families.

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>Can you explain how the way families see/understand their role influences how they participate in children’s learning or decision-making?</i>

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 understand the way families see/understand their role and its influence on their children’s participation in learning or decision-making.

Educators understand the way families

see/understand their role. Practically, this might involve conducting surveys or interviews with families to better understand their expectations and aspirations for their child's education and working collaboratively with them to establish shared goals and strategies for supporting their child's learning and development.

Families... role and its influence on their children’s participation in learning. Considering Vygotsky’s theory emphasises the significance of the social and cultural context in which learning occurs and how it shapes children's development. Practically, educators would work collaboratively with families to promote a supportive learning environment that fosters social interactions and meaningful learning experiences. This could include involving families in planning and designing learning experiences that are culturally and socially relevant to the child's background.

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 above concepts have created change in your service.**

Educators understand the way families see/understand their role and its influence on their children’s participation in learning or decision-making.

We identified a problem in the perception some families had about their role in their child's education. Specifically, some families believed they had no role to

Week 11, 24 to 28 April 2023 – 6.1.2 Parents views are respected

play because educators were the professionals. This perception was concerning as it could hinder family engagement and limit opportunities for collaboration between families and educators.

To address this problem, we made a practice change by increasing communication and collaboration with families. We held regular discussions with families to better understand their perspectives and beliefs about their role in their child's education. During these discussions, we emphasised the importance of family involvement in promoting positive learning outcomes and shared examples of how families could support their child's learning at home. We also organised parent information nights to share our centre's philosophy, policies, and procedures, and invited families to participate in policy and procedure reviews.

Additionally, we made a conscious effort to involve families in decision-making processes related to their child's education. We introduced parent questionnaires to gather feedback from families and invited them to participate in committee membership. This allowed families to have a voice in shaping their child's learning experience at our centre.

As a result of these practice changes, we observed a significant increase in family engagement and participation in decision-making processes. Families became more actively involved in their child's learning journey and developed a better understanding of their role in supporting their child's education. Furthermore, educators felt more supported by families and were better equipped to provide a more holistic and effective learning experience for all children at our centre.

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 understand the way families see/understand their role and its influence on their children's participation in learning or decision-making.

- Families may believe they have no role to play because educators are the professionals. We change this perception through discussion, and parent information nights.
- Families may believe they can only participate in decisions affecting their child's learning. We change this perception through discussion, parent

questionnaires, invitations to participate in policy/procedure/philosophy reviews, and committee membership.

- Families may advocate strongly for their children with additional needs and not understand educators must implement inclusive practices and work with other professionals. We change this through discussion and support the educators with inclusion plans.

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

Educators understand the way families see/understand their role

and its influence on their children's participation in learning or decision-making.

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