



## 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 create supportive environments that enable children to collaborate, learn from, and help each other. We consider group size, design and use of space. Our resources reflect loose parts that promote interactions between children. Our adequate supervision allows children to safely collaborate. We teach social skills to assist co-operation, sharing, and taking turns. Positive feedback and environments support children’s interests and ideas. Ours is a child-centred program.

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 <b>Exceeding</b> the QIP and Self-Assessment Tool (SAT)
<b>Embedded Practice</b> <i>Please explain how you and your team create supportive environments that enable children to collaborate, learn from and help each other.</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.**

*Please explain how **you and your team create supportive environments** that **enable children to collaborate, learn from and help each other.***

***... your team create supportive environments...***

We do this by ensuring safe and secure spaces, nurturing relationships, age-appropriate stimulation, predictable routines, social and emotional support, an individualised approach, and collaboration with families. This includes minimising potential hazards, establishing positive relationships, providing stimulating experiences, maintaining consistent schedules, routines and rosters, promoting social and emotional development, tailoring interventions to individual needs, and fostering strong partnerships with families.

***... enable children to collaborate, learn from and help each other ...***

involves providing opportunities for group activities and communication, offering materials that encourage cooperation, modelling positive social behaviours, designing collaborative projects, and recognising and celebrating their efforts. This fosters a supportive environment where children can develop social skills, learn from their peers, and feel a sense of belonging and community. 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.**

*Please explain how you and your team create supportive environments that enable children to collaborate, learn from and help each other.*

#### **Week 15, 22 to 26 May 2023 – 5.2.1 Collaborative learning**

**Establish a Positive Classroom Culture:** Educators set the tone for collaboration by creating a positive and inclusive classroom culture. They establish clear expectations for respectful communication, active listening, and valuing each other's contributions.

**Foster Social-Emotional Development:** Educators help children develop empathy, self-awareness, and emotional regulation. They teach conflict resolution skills, encourage perspective-taking, and promote a culture of kindness and understanding.

**Design Collaborative Learning Opportunities:** Educators create group projects, problem-solving activities, and cooperative games that require children to work together and share their knowledge. These activities can be interdisciplinary, encouraging children to draw on their diverse strengths and perspectives.

**Encourage Peer Interaction and Communication:** Educators design activities that require group discussions, brainstorming sessions, and peer-to-peer feedback.

**Scaffold Collaborative Skills:** Educators provide guidance and support. They teach strategies for active listening, turn-taking, and respectful communication. Educators also model and reinforce positive behaviours, such as offering help, providing constructive feedback, and recognising and valuing each other's contributions.

**Promote a Growth Mindset:** Educators by emphasising that everyone can learn from and help each other. They encourage children to embrace challenges, value effort, and see mistakes as learning opportunities.

**Celebrate Collaboration and Mutual Learning:** Educators highlight examples of teamwork, positive contributions, and the growth that comes from helping each other. Celebrations can include verbal praise, certificates, or sharing success stories with families.

**Encourage Reflection and Self-Assessment:** Educators encourage children to reflect on their collaborative experiences and self-assess their contributions. They provide opportunities for children to evaluate their teamwork skills, reflect on their strengths and areas for improvement, and set goals for future collaboration.

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

*Please explain how you and your team create supportive environments.*

*Please explain how you enable children to collaborate, learn from and help each other.*

## **Week 15, 22 to 26 May 2023 – 5.2.1 Collaborative learning**