



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 provide a range of opportunities to effectively address and respond to children’s daily needs for rest and relaxation, individually and in groups. For example, we place the early resting group on their beds and educators will assist them. The others, meanwhile, are helping with clean-up until they are ready to rest. The final group participates in quiet activities. The older groups participate in candle meditation for rest, then quiet activities.

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)
<i>Embedded Practice - Please discuss how all educators provide a range of opportunities to effectively address and respond to children’s daily needs for rest and relaxation, individually and in groups.</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 discuss how all educators provide **a range of opportunities to effectively address and respond to children’s needs for rest and relaxation, individually and in groups.**

... how do all educators provide a range of opportunities to effectively address and respond to children’s needs for rest and relaxation ...

Create a calm environment, establish consistent routines, individualise rest practices, offer activity choices, support smooth transitions, foster security, communicate with families, and reflect on their strategies.

... individually and in groups...

By providing a nurturing space, predictable schedules, personalised approaches, and a variety of options, educators can cater to each child’s unique requirements. Open communication with families and continuous reflection enable educators to optimise their practices and ensure children’s well-being is prioritised. For groups, smooth transitions between active play and rest periods can be supported through the use of calming techniques and visual cues. Building a sense of security within the group helps children feel comfortable and settled during rest times.

It is important to ensure that we make it **very clear how these above concepts have created change in your service.**

Please discuss how all educators provide **a range of opportunities to effectively address and respond to children’s daily needs for, rest and relaxation, individually and in groups.**

Clear Expectations: We establish clear behavioural expectations that are communicated consistently to all

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children. These expectations are age-appropriate and tailored to the developmental needs of each child. By setting clear guidelines, children understand the boundaries and know what is expected of them.

Individually

Understanding Children's Needs: Educators should recognise that each child has unique rest, and relaxation needs. They can observe children's behaviour, cues, and preferences to determine their individual requirements.

Tailoring Routines: By customising routines to fit each child's needs, educators can ensure they have dedicated time for rest, and relaxation. This may involve offering quiet activities or providing materials to support relaxation.

Creating Comfortable Environments: Educators can create inviting spaces that promote relaxation, with cosy mats, soft lighting, and soft music and sounds. Rest areas can be set up to accommodate different preferences and comfort levels.

Building Relationships: Cultivating positive relationships with children fosters a sense of security and trust, which is essential for promoting relaxation. Educators can provide emotional support, gentle guidance, and reassurance to help children feel safe and comfortable during rest times.

In Groups

Group Routines: Establishing consistent group routines helps children understand what to expect and provides a sense of structure. Including designated times for rest or quiet activities allows educators to address the collective need for relaxation.

Activity Options: Offering a variety of activity choices during group rest times caters to different preferences and allows children to engage in activities that promote relaxation. This could include reading books, listening to soft music, engaging in quiet play, or practicing mindfulness exercises.

Transitions and Cues: Smooth transitions between active play and group rest times can be facilitated through clear cues and visual reminders. Educators can use soft signals, calming music, or storytelling techniques to help children transition and prepare for restful activities as a group.

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Group Engagement: Educators can engage the group collectively in relaxation practices, such as guided breathing exercises or calming movement activities. This encourages a sense of unity and shared relaxation experiences within the group.

Collaboration with Colleagues: Educators can collaborate with their colleagues to ensure consistent approaches and provide support during group rest times. Sharing ideas, resources, and strategies allows educators to collectively meet the needs of the group.

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

Please discuss how all educators provide a range of opportunities to effectively address and respond to children's daily needs for rest and relaxation,

individually

and in groups