



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

Our practices relating to sustainability and environmental responsibility reflect the service’s Philosophy. This includes high-quality learning outcomes that meet community needs and the children’s interests. Our excursions to local businesses often highlight community environmental issues. We base activities on children’s ideas about drains, ducks, ponds, water quality, and energy production.

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 - Please discuss how educators’ practice relating to sustainability and environmental responsibility reflects the service’s Philosophy.

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

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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 educators’ practice relating to sustainability and environmental responsibility reflects the service’s Philosophy.**

Educators' Practice Relating to Sustainability and Environmental Responsibility

This refers to the actions and behaviours of educators in their role as facilitators of learning and development. It involves how educators incorporate sustainability principles and practices into their teaching strategies, interactions with children, and the overall learning environment. Educators engage children in activities and experiences that promote environmental responsibility, such as teaching about conservation, waste reduction, and caring for the natural world. They also model sustainable behaviours themselves, demonstrating practices like energy conservation, recycling, and respecting nature.

Reflecting the Service's Philosophy.

This refers to how educators' practice aligns with and reflects the service's philosophy, which is the guiding belief system or set of principles that inform the service's approach to education and care. The service's philosophy may include values and commitments to sustainability, environmental stewardship, and promoting a sense of responsibility towards the environment. When educators' practice reflects the service's philosophy, it means that they actively incorporate sustainability and environmental responsibility into their teaching and interactions with children, ensuring that these principles are consistent with the overall vision and values of the service. This alignment ensures a cohesive and integrated approach to sustainability within the educational setting.

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

Please discuss **how educators' practice relating to sustainability and environmental responsibility reflects the service's Philosophy.**

Curriculum Integration: Educators design and implement curriculum activities that focus on sustainability and environmental responsibility. For example, they may create projects centred around recycling and waste reduction, where children learn about the importance of reducing, reusing, and recycling materials. Through hands-on experiences, children actively participate in sorting recyclables, creating artwork from recycled materials, and discussing the impact of their actions on the environment.

Outdoor Learning Experiences: Educators utilise the outdoor environment as a learning space to connect children with nature and adopt a sense of environmental responsibility. They organise regular nature walks, where children can observe and explore local flora and fauna. During these walks, educators facilitate discussions about the importance of protecting and conserving natural habitats, such as encouraging children to identify ways to care for local plants and animals.

Sustainable Practices: Educators model sustainable behaviours and involve children in their implementation. For example, they promote energy conservation by teaching children to turn off lights when not in use, and they explain the benefits of using natural light whenever possible. Educators also engage children in water conservation practices, such as collecting rainwater for gardening or discussing the importance of using water responsibly during water play activities.

Gardening and Composting: Educators create opportunities for children to engage in gardening and composting experiences. Children may participate in planting and caring for vegetables or herbs in the service's garden. Educators discuss the importance of organic gardening, composting, and the role of healthy soil in supporting plant growth. Through these activities, children develop a deeper understanding of the connection between food production, nature, and sustainable practices.

Community Engagement: Educators actively involve families and the wider community in sustainability initiatives. They organise events such as community clean-up days, where families and children work together to remove litter from local parks or beaches. Educators also invite guest speakers, such as environmental experts or local Indigenous community members, to share their knowledge and perspectives on sustainable practices and environmental stewardship.

The examples above reflect the philosophy of the centre by actively incorporating sustainability and environmental responsibility into the daily practices and interactions with children.

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

Please discuss **how educators' practice relating to sustainability and environmental responsibility...**

...reflects the service's Philosophy.