



## 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 regularly contribute to reviews of our Philosophy. This occurs through annual reviews, incident and complaint reviews, and reviews of other issues. We recently made additions to our Philosophy and changed the order of our core values. After conducting extensive research into babies and groups, we added a shared-agency approach, Group Theory, and identified work group mentality.

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> - Please explain how you <b>regularly</b> contribute to <b>reviews</b> of the Philosophy and what some of those contributions have been.

**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 **regularly** contribute to **reviews** of the **Philosophy** and what some of those contributions have been.

**Section 1** of the question connects to how the individual educator actively participates in the process of reviewing the service's philosophy. It seeks to understand the person's ongoing involvement in providing input, insights, and feedback during the review of the service's guiding principles. This part of the question asks how you regularly take part in discussions and assessments when the service's philosophy is being reviewed. It seeks to know if you actively engage in the process of sharing your thoughts, ideas, and feedback on the guiding principles that shape the service's operations.

**Section 2** of the question, **examples of contributions to philosophy reviews**. In this section, the question requests specific examples of how the individual educator has contributed to reviews of the service's philosophy. It aims to identify concrete instances where the person has offered valuable inputs or made a difference during the process of reviewing and refining the service's core principles. This part of the question asks you to provide some real-life examples of how you have actively participated in the reviews of the service's philosophy. It wants to hear about instances where you have shared your ideas, opinions, or suggestions, and how your contributions have influenced the direction or improvement of the service's guiding principles.

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 **regularly** contribute to **reviews of the Philosophy** and what some of those contributions have been.

**1. Active Participation in Team Meetings:** During team meetings, educators can engage in open discussions about the service's philosophy. They can share their perspectives on how the philosophy is being implemented in daily practices and offer suggestions for improvement. For example, an educator might suggest incorporating more outdoor nature-based activities to align with the centre's philosophy of promoting environmental awareness and connection to nature.

**2. Sharing Observations and Insights:** Educators can contribute by sharing their observations and insights from interacting with children, families, and other staff members. They might highlight specific instances where they witnessed the positive impact of the current philosophy or suggest areas that could be strengthened. For example, an educator might share how implementing a child-led approach in learning activities has improved children's engagement and curiosity.

**3. Collaborating in Documentation:** Educators can actively participate in documenting the review process. They can write reflective notes, take photos, or create visual displays that capture the essence of the philosophy in action. This documentation can serve as evidence of how the philosophy is being lived out and help identify areas for improvement. For example, educators might collaborate on a photo collage showing children actively participating in decision-making activities, aligning with the philosophy's emphasis on respecting children's voices.

**4. Seeking Input from Families:** Educators can involve families in the review process by seeking their perspectives on the service's philosophy and its impact on their children. Conducting surveys or holding focus group discussions with parents can provide valuable feedback. For instance, educators might ask parents for their thoughts on how the service's philosophy supports children's individual interests and strengths.

**5. Continuous Professional Development:** Early childhood educators can actively engage in professional development opportunities related to philosophy and pedagogy. Attending workshops or webinars on progressive educational theories or philosophical

perspectives can enhance their understanding and contribute fresh ideas to the review process. For example, educators might attend a training session on Reggio Emilia principles and discuss how these ideas can complement the existing philosophy.

**6. Reflective Practice:** Engaging in reflective practice is essential for educators. They can regularly reflect on their teaching approaches, interactions with children, and alignment with the service's philosophy. Through self-assessment and introspection, educators can identify areas where they can further enhance their practices to better align with the centre's guiding principles.

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

Please explain how you **regularly** contribute to **reviews of the Philosophy...**

and what some of those contributions have been...