



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 deliberately have few purchased resources. We have created activity pockets with walls so children can play in smaller spaces in an imaginative way without disturbances. This enables us to use spaces in flexible and creative ways to promote learning outcomes. We teach to the outcomes, then we assess the children’s play scenarios in the environment. For example, we teach composting, then the children play with loose parts that becomes composting play.

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 give an example of how you regularly use spaces and resources in flexible and creative ways to promote learning outcomes.

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 give an example of how you regularly use spaces and resources in flexible and creative ways to promote learning outcomes.

Using spaces and resources in flexible and creative ways: This refers to the approach of utilising physical spaces and available resources in a manner that allows for adaptability, versatility, and innovative use. It involves creatively reimagining the use of spaces and resources to support diverse learning experiences and activities. Open-ended materials for children's play are objects or materials that have no predetermined or fixed purpose, allowing for infinite possibilities and creative exploration. These materials can be used in various ways and adapted to suit different play scenarios and children's interests.

Promoting learning outcomes: This refers to the intentional focus on achieving educational goals and desired learning outcomes through the use of flexible and creative spaces and resources. The aim is to create an environment that fosters meaningful learning, encourages exploration, problem-solving, critical thinking, and promotes the development of various skills and competencies among learners.

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

Please give an example of how you regularly use spaces and resources in flexible and creative ways to promote learning outcomes.

In the flexible classroom arrangement, the educator intentionally designs the space to cater to various learning modalities and instructional strategies (Visual, Auditory, Kinaesthetic, Reading/Writing Multimodal). For example, during a group discussion, the tables may

be arranged in a circle to encourage open dialogue and equal participation. This setup promotes active listening, respectful communication, and the development of interpersonal skills.

The movable furniture in the classroom allows for quick transitions and adaptations based on the learning objectives. For group projects or collaborative activities, students can easily move the tables together, creating a space conducive to teamwork and cooperation. This fosters a sense of shared responsibility, effective communication, and the ability to work collaboratively towards a common goal.

The strategic placement of resources within the classroom supports different learning needs and interests. The reading corner, equipped with comfortable cushions and a variety of books, creates a cozy and inviting environment for independent reading. Children can explore different genres, develop reading fluency, and enhance their comprehension skills at their own pace.

The display board serves as a showcase for student work, celebrating their achievements and making learning visible to children and families, which in turn fosters a sense of pride in their accomplishments. This promotes a positive classroom culture and encourages children to take ownership of their learning.

The availability of labelled bins with learning materials and manipulatives empowers students to take initiative in their learning. They can access specific resources independently, engage in hands-on learning experiences, and apply concepts in a tangible and meaningful way. This promotes critical thinking, problem-solving skills, and fosters creativity.

Through the open-ended nature of **loose parts**, children are encouraged to think creatively, promoting their imagination and storytelling abilities. Engaging with these materials also promotes problem-solving and critical thinking skills as children manipulate and combine them to achieve desired outcomes. Loose parts play promotes social and emotional development through collaborative play, inclusive for children of different ages and abilities. It also encourages environmental awareness and sustainability by using natural materials and exploring concepts like recycling. Language and communication skills are developed through pretend play, storytelling, and discussions.



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

Please give an example of how you regularly use spaces and resources in flexible and creative ways...

to promote learning outcomes.

Week 21, 17 to 21 July 2023 – 3.2.2 Resources support play-based learning