



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 ensure the service atmosphere is positive and respectful, and we interact professionally with others in the community. The Nom Sup regularly reviews our core values with educators and assists with mentoring, coaching and managing the performance of educators' skills and attitudes. The Ed Leader mentors community expectations when conducting the excursions to connect with the community in a positive way. We have a robust recruitment process to ensure new staff fit our culture.

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)
Please discuss whether all interactions between educators and others in the community are respectful and promote a positive atmosphere within the service.

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 whether all interactions between educators and others in the community are respectful and promote a positive atmosphere within the service.

There are two parts of the question above, here is how we can look at each part.

Part 1: "Please discuss whether all interactions between educators and others in the community are respectful."

Description: This part of the statement asks for a discussion about whether the way educators (teachers, staff, etc.) interact with people from the community, such as parents, students, or community members, is characterized by respect. In simpler terms, it's about assessing if educators treat everyone they engage with in a polite, considerate, and courteous manner.

Part 2: "and promote a positive atmosphere within the service."

Description: This part is about evaluating whether the interactions mentioned in the first part contribute to creating a positive and welcoming environment within the educational service or institution. In other words, it's asking if these interactions help foster a friendly, constructive, and harmonious atmosphere in the school or 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 whether all interactions between educators and others in the community are respectful and promote a positive atmosphere within the service.

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Parent-Educator Portfolio Evenings: Evaluate whether parent-educator evenings are conducted in a respectful and welcoming manner. Are educators actively listening to parents' concerns and working collaboratively to support the child's education? Do these interactions leave parents feeling valued and positive about their child's experience?

Student Feedback Sessions: In Denmark their regulations requires services to gain feedback from children at ALL ages. Discuss whether educators gather and respond to feedback from students in a respectful way. Are students encouraged to express their thoughts and concerns? Do educators address issues constructively and make students feel heard, creating a positive learning environment?

Community Outreach: Explore how educators engage with the local community. Are there partnerships or events that involve community members? Are these interactions respectful, inclusive, and beneficial, fostering a positive relationship between the school and the community?

Conflict Resolution: Analyse how conflicts or disagreements among educators or between educators and parents/community members are handled. Are conflicts resolved in a respectful and collaborative manner, leading to positive resolutions and improved relationships?

Professional Development Workshops: Evaluate the impact of professional development sessions on educators' attitudes and behaviours. Do these sessions promote respectful communication, cultural sensitivity, and inclusive practices? Are educators applying what they've learned to create a more positive atmosphere within the educational service?

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

Please discuss whether all interactions between educators and others in the community are respectful.

...and promote a positive atmosphere within the service.

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