



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 systematically promote continuity of learning and effective transitions for each child. Our transition to a new room procedure, for example; shares child information with new educators; talks positively to children at least two weeks beforehand about the move; invites new educators to visit children in their current room; introduces them to the children and encourages the children to play with them; takes children and parents/guardians on several visits to the new room before the move happens.

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 give an example of the way you and your team systematically promote continuity of learning and effective transitions for each child by clarifying responsibilities, and collaborating with (eg sharing information) families, new teachers/educators etc.

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 the way you and your team systematically promote continuity of learning and effective transitions for each child by clarifying responsibilities, and collaborating with (eg sharing information) families, new teachers/educators etc.

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

Part 1: Promoting Continuity of Learning

Description: This means ensuring that each child's learning experiences are consistent and uninterrupted as they transition between different phases of their education. It involves maintaining a seamless flow of learning, so children can build upon their previous knowledge and skills.

Example: Our team promotes continuity of learning by documenting each child's progress and sharing this information with their new teachers. This way, the child's new educators can tailor their teaching to the child's specific needs and ensure that the learning journey continues without disruption.

Part 2: Effective Transitions through Collaboration

Description: This involves working closely with families, new teachers, and educators to facilitate smooth transitions for children. It means actively communicating, sharing information, and clarifying responsibilities to ensure everyone is on the same page during these important moments in a child's educational journey.

Example: To achieve effective transitions, we invite new educators to visit children in their current room, introduce them to the children, and encourage interaction. We also take children and parents/guardians on multiple visits to the new room

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before the transition. This collaborative approach ensures a positive and well-supported transition experience for each child.

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 the way you and your team systematically promote continuity of learning and effective transitions for each child by clarifying responsibilities, and collaborating with (eg sharing information) families, new teachers/educators etc.

Sharing Individual Learning Plans: We systematically promote continuity of learning by developing individual learning plans for each child. We collaborate with families to set learning goals and regularly share progress updates with both families and new teachers/educators when children transition to a new classroom or school. This ensures a seamless transfer of educational responsibilities and a clear path for each child's development.

Transition Meetings: Our team conducts transition meetings involving families, current educators, and new teachers/educators. During these meetings, responsibilities are clarified, and information is shared regarding each child's learning needs, strengths, and interests. This collaborative effort ensures that everyone is well-informed and actively engaged in supporting the child's transition.

Online Learning Portfolios: We maintain online learning portfolios for each child, accessible to families and educators. These portfolios contain documentation of the child's progress, achievements, and areas for growth. When transitioning to a new learning environment, these portfolios are shared with the child's new teachers/educators, enabling them to continue building on the child's previous experiences.

Parent-Teacher Nights: We hold regular parent-teacher nights where educators and families discuss the child's development and learning goals. When a child is transitioning, we involve the child's new teachers/educators in these nights to establish a connection and ensure a smooth transition, with everyone aware of their roles and responsibilities.

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Cross-Team Collaboration: Our approach includes cross-team collaboration, where educators from different age groups work together to share insights and experiences about each child's learning journey. This collaboration ensures that when children transition between rooms, they are greeted by familiar faces and educators who are well-informed about their developmental progress and needs.

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

Please give an example of the way you and your team systematically promote continuity of learning and effective transitions for each child...

... by clarifying responsibilities, and collaborating with (eg sharing information) families, new teachers/educators etc.