



## 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**

Activities connecting children with their community reflect a strong commitment to the principles and practices of the Learning Framework. Holistic approaches – community members/organisations that meet children’s physical, personal, social, emotional and spiritual wellbeing. Responsiveness to children – children’s interests and world. Intentional teaching – children’s community. Socio-cultural theory – Children are active participants in their learning.

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 explain how the activities connecting children with their community reflects a strong commitment to the principles and practices of the EYLF/MTOP and the use of resources that support community engagement and inclusion.

**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 the activities connecting children with their community reflects a strong commitment to the principles and practices of the EYLF/MTOP and the use of resources that support community engagement and inclusion.

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

**Part 1:** "Please explain how the activities connecting children with their community reflects a strong commitment to the principles and practices of the EYLF/MTOP." This part is asking you to describe how the activities that involve kids with their neighbourhoods show that you are really dedicated to following the ideas and methods of the EYLF/MTOP. Suppose we organise regular visits to a local park where children interact with nature and learn about the environment. This reflects our strong commitment to EYLF/MTOP because it aligns with their principles of promoting active exploration and respect for the natural world. It shows we value outdoor learning and hands-on experiences.

**Part 2:** "Please explain the use of resources that support community engagement and inclusion." This part is asking you to talk about the things you use, like books, toys, or tools, that help kids and their community work together and include everyone. We have a collection of diverse books in our library that feature characters from different cultures and backgrounds. These resources support community engagement and inclusion by helping children understand and appreciate the experiences of others. Reading these books together encourages conversations about diversity and inclusion, which are important aspects of our community-focused approach.

#### Week 33, 23 to 27 October 2023 – 6.2.3 Community Engagement

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

Please explain how the activities connecting children with their community reflects a strong commitment to the principles and practices of the EYLF/MTOP and the use of resources that support community engagement and inclusion.

**Community Garden Project:** In our community garden project, children actively participate in planting, tending to plants, and harvesting produce. This hands-on experience aligns with the principles of the EYLF/MTOP, promoting active learning and environmental responsibility. We use resources like gardening books, multicultural seed packets, and informative posters to support the children's engagement and inclusion in this project.

**Local Cultural Celebrations:** We organise visits to various local cultural festivals and celebrations where children can immerse themselves in diverse traditions, foods, and performances. This activity fosters an appreciation for different cultures and aligns with the EYLF/MTOP principles of respecting diversity and building cultural competence. To support this engagement, we maintain a collection of culturally diverse costumes, art supplies for crafting, and books highlighting cultural festivals.

**3. Community Cleanup Days:** Children and educators actively participate in community cleanup events, lending a hand in tidying up local parks and streets. This engagement promotes a sense of belonging to the community and aligns with the EYLF/MTOP principles of building relationships with the community and encouraging responsibility. To facilitate these activities, we provide safety vests, gloves, and child-sized cleanup tools.

**Neighbourhood Interviews:** Children conduct interviews with community members, such as local shop owners or firefighters, to learn about their roles and responsibilities. This activity fosters community engagement and aligns with the EYLF/MTOP principles of involving children in decision-making and engaging with the community. We use video recording equipment or digital cameras to document the

interviews, allowing children to share their discoveries with peers and families.

**Multilingual Storytelling Circle:** We host a multilingual storytelling circle where children and families share stories from their cultures in different languages. This inclusive activity aligns with the EYLF/MTOP principles of celebrating diversity and respecting different languages. To facilitate these storytelling sessions, we maintain a collection of multilingual books, story cards, and a cozy storytelling corner, ensuring an engaging and inclusive experience for all.

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

Please explain how the activities connecting children with their community reflects a strong commitment to the principles and practices of the EYLF/MTOP ...

Please explain the use of resources that support community engagement and inclusion.

### Week 33, 23 to 27 October 2023 – 6.2.3 Community Engagement