



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

Our service philosophy, alongside our policies and procedures, guides the organisation of our educators to ensure inclusivity and the realisation of every child's potential. We emphasise safe, engaging, and inclusive activities, value family engagement, and are committed to continuous improvement. To facilitate our educators' development, we maintain a 'skills wall' for them to document and reflect on their professional growth, enhancing the quality of care and education we provide.

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 how the organisation of educators, including relief educators, consistently aligns with the service Philosophy, policies and procedures.

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 how the organisation of educators, including relief educators, consistently aligns with the service Philosophy, policies and procedures.

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

Part 1: Consistent Alignment with Service Philosophy:

The organisation of educators should reflect the core beliefs and values that the service holds. This means that the way educators are scheduled, interact with children, plan activities, and communicate with families should embody the service's philosophy. For instance, if the service philosophy emphasises child-led learning, then educators would be organised to facilitate environments where children can take the lead in their educational experiences.

Part 2: The second part applies to the practical implementation of the service's policies and procedures.

This includes standard operating procedures, emergency protocols, and the integration of relief educators. The organisation must ensure that there's a seamless transition when relief educators are brought in. They should be well-versed with the service's procedures to maintain consistency in the children's learning experience and safety. Regular training sessions and updates to policies can help in keeping all educators, whether permanent or relief, aligned with the service's standards.

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

Please discuss how the organisation of educators, including relief educators, consistently aligns with the service Philosophy, policies and procedures.

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Induction for Relief Educators: Whenever a relief educator joins our team, they undergo a comprehensive induction that aligns them with our service philosophy and familiarises them with our policies and procedures. This ensures that their approach and interactions with children are consistent with our values.

Consistent Communication Channels: We maintain a consistent communication protocol for all educators, including relief staff, which is in line with our service's emphasis on open and transparent communication as outlined in our philosophy. This includes daily briefings and handover notes that are mandatory for all staff members.

Flexible Learning Environments: In line with our philosophy of fostering a flexible and responsive learning environment, we train all educators to adapt to children's needs and interests, ensuring that even in the absence of regular staff, children's learning experiences remain uninterrupted.

Unified Behavioural Guidelines: Our service has a set of behavioural guidelines that apply to all educators, including relief staff. These guidelines are a direct reflection of our philosophy that advocates for positive reinforcement and respect for each child as an individual.

Continuity of Care: We ensure that relief educators are not just fill-ins but are integrated into the learning community. They are briefed on each child's learning journey, which is critical to our policy of providing continuous and personalised care.

Professional Development Opportunities: We provide ongoing professional development that is aligned with our philosophy and policies, which is also extended to our relief educators. This may include workshops on inclusive teaching practices or the latest early childhood research.

Collaborative Planning: Our team, including relief educators, is involved in collaborative planning sessions. This practice aligns with our philosophy that values collective input and ensures that the curriculum reflects the shared vision of our entire staff.

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

Please discuss how you are consistently aligning practice with the service philosophy...

...and how do you practically implement the service's policies and procedures..

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