



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 regularly contribute to their Self-Assessment Tool to drive continuous improvement. For example, room leaders work with their educators to review reflection activities based on NQS elements and this is completed weekly.

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 you regularly and actively contribute to the service Quality Improvement Plan or Self-Assessment Tool, and how this process drives continuous improvement in service quality and enhances outcomes for children and families.

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 you regularly and actively contribute to the service Quality Improvement Plan or Self-Assessment Tool, and how this process drives continuous improvement in service quality and enhances outcomes for children and families.

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

Part 1: Regular and Active Contribution to the Quality Improvement Plan (QIP) or Self-Assessment Tool

My active contribution to the QIP and Self-Assessment Tool means that I regularly attend meetings with my colleagues and leaders to talk about how we can make our school even better. During these meetings, we look at things like how the children are doing in class, what parents and other teachers say, and any challenges we face. We use this information to decide what we should work on to improve. For example, we might notice that some children need more help with reading, so we decide to create a special reading program. I might be in charge of finding fun books for the program.

Part 2: Driving Continuous Improvement and Enhancing Outcomes

Being a part of these improvement efforts makes our school better over time. When we focus on these improvements, we make sure that children have a great learning experience. For example, because we started the reading program, children who struggled with reading before are now improving. Parents are happy because they see their kids doing better, and they trust our school even more. By actively working on these improvements, we're making sure that our school is the best it can be for children and families.

Week 38, 27 November to 1 December 2023 – 7.2.1 Continuous Improvement

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

Please discuss how you regularly and actively contribute to the service Quality Improvement Plan or Self-Assessment Tool, and how this process drives continuous improvement in service quality and enhances outcomes for children and families.

Data Collection and Analysis: Regularly collect data on children's progress, behaviour, and interests.

Contribution: Share this data with the team during QIP meetings. **Impact:** Data-driven discussions lead to targeted strategies for improving learning outcomes and tailoring activities to children's interests.

Parent Engagement: Conduct regular surveys or meetings with parents to gather feedback.

Contribution: Share parent feedback in QIP discussions. **Impact:** Parent input guides improvements in communication, program planning, and family satisfaction.

Professional Development: Attend training and workshops to enhance teaching skills.

Contribution: Share new knowledge and strategies learned with colleagues. **Impact:** Collective professional growth leads to better teaching practices and improved child outcomes.

Observation and Reflection: Regularly observe children's interactions and behaviours.

Contribution: Share observations and reflections during QIP meetings. **Impact:** Insights from observations inform adjustments to curriculum and support individualised learning experiences.

Collaborative Curriculum Planning: Collaborate with colleagues to design and review curriculum.

Contribution: Actively participate in curriculum discussions and revisions. **Impact:** Collaborative planning ensures a well-rounded curriculum, enhancing children's learning experiences and outcomes.

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

How do you regularly and actively contribution to the Quality Improvement Plan (QIP) or Self-Assessment Tool?

How does this driving continuous improvement enhance outcomes for children?

Week 38, 27 November to 1 December 2023 – 7.2.1 Continuous Improvement