



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

The educational leader promotes a culture of ongoing inquiry and works with all educators to ensure they consistently deliver a program that sets high expectations for each child’s learning. He prepares/sources professional development on critical reflection, which he provides to educators before mentoring them. He regularly reviews critical reflection to ensure educators don’t confuse it with evaluation, and consider all perspectives.

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 educational leader promotes a culture of ongoing inquiry and works with all educators to ensure they consistently deliver a program that sets high expectations for each child’s learning.

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 educational leader promotes a culture of ongoing inquiry and works with all educators to ensure they consistently deliver a program that sets high expectations for each child’s learning.

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

Part 1: Please discuss how the educational leader promotes a culture of ongoing inquiry..

In this part, you're being asked to explain how the educational leader encourages a culture where everyone is curious and continuously seeks to learn and improve. It's about fostering an environment where educators are encouraged to ask questions, explore new ideas, and engage in ongoing learning and reflection.

Part 2: ...and works with all educators to ensure they consistently deliver a program that sets high expectations for each child’s learning.

This part focuses on how the educational leader collaborates with all educators to make sure they consistently provide a program that establishes high standards for what each child can achieve in their learning. It's about how the leader supports educators in creating challenging and meaningful learning experiences for every child in their care.

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 educational leader promotes a culture of ongoing inquiry and works with all educators

to ensure they consistently deliver a program that sets high expectations for each child's learning.

Regular Professional Development Workshops: The educational leader organises regular workshops and training sessions on topics related to early childhood education. These workshops encourage educators to explore new teaching methods, research findings, and innovative approaches, fostering a culture of inquiry and continuous learning.

Action Research Projects: The educational leader supports educators in conducting action research projects within their classrooms. Educators are encouraged to identify areas for improvement, set research questions, collect data, and analyse results. This process promotes inquiry-based practices and encourages educators to reflect on and refine their teaching methods.

Collaborative Lesson Planning: The educational leader facilitates collaborative lesson planning sessions where educators come together to design learning experiences that set high expectations for children's learning. These sessions encourage educators to share their insights, challenge each other's ideas, and collectively create engaging and challenging activities.

Regular Reflective Meetings: Educators and the educational leader meet regularly to discuss their teaching practices and reflect on their experiences. These reflective meetings provide a platform for educators to share successes, challenges, and areas where they aim to improve. The educational leader offers guidance and feedback to help educators meet high expectations.

Peer Observations and Feedback: The educational leader encourages peer observations among educators. Educators visit each other's classrooms to observe teaching methods and share constructive feedback. This process promotes a culture of openness to feedback and the sharing of effective teaching practices.

Parent Involvement and Expectation Setting: The educational leader collaborates with educators to involve parents in setting high expectations for each child's learning. Educators and parents work together to define learning goals and expectations for children,

ensuring that there is consistency between the home and educational setting in fostering a culture of high expectations.

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

Please discuss how the educational leader promotes a culture of ongoing inquiry?

Please discuss how and the educational leader works with all educators to ensure they consistently deliver a program that sets high expectations for each child's learning.?