



Assess your practice first.

Read the below description and evaluate it in relation to your practices.

Each morning, our team has a brief meeting to discuss the day's planned activities and how they align with our Quality Improvement Plan (QIP) goals. We reflect on the children's responses and interests from the previous day and adjust our curriculum accordingly. For instance, after noticing a strong interest in outdoor play and nature, we incorporated more nature-based activities and learning about Australian flora and fauna, linking this to the EYLF/MTOP outcomes.

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)

Embedded Practice - Give an example of how you and your team make decisions about the curriculum throughout the day or week to maximise children's learning and development (eg see QIP/SAT Strength example).

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.

How You and Your Team Make Decisions About the Curriculum: This part asks for a specific example of the process you and your team use to decide what will be included in the curriculum. It's about the methods you employ to choose daily or weekly activities and learning experiences. The focus here is on the decision-making process - how you plan, discuss, and agree on what educational content will be taught.

To Maximise Children's Learning and Development: This section is about the goal or outcome of your decision-making process. It requires you to explain how the decisions you make about the curriculum contribute to enhancing the children's learning and development. This could involve linking your decisions to specific learning outcomes, such as those outlined in the Quality Improvement Plan (QIP) or the Self-Assessment Tool (SAT).

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

Embedded Practice - Give an example of how you and your team make decisions about the curriculum throughout the day or week to maximise children's learning and development (eg see QIP/SAT Strength example).

Observation-Based Planning: "We start each week by reviewing observations from the previous week. This helps us identify the children's emerging interests. For example, after noticing a keen interest in insects, we planned a 'bug exploration' activity, integrating it with learning about the environment."

Daily Reflections and Adjustments: "At the end of each day, our team reflects on what worked well and what didn't. Recently, we shifted from structured storytime to interactive storytelling with props, as we noticed the children were more engaged and communicative in this format."

Incorporating Children's Feedback: "We regularly ask the children what they would like to learn about. When several children expressed interest in space, we set up a 'mini space station' in the classroom, focusing on science and imaginative play, which linked directly to our QIP goals."

Collaboration with Families: "We frequently communicate with families to understand their children's interests at home. This influenced our decision to introduce a multicultural food week, where children learned about and prepared dishes from various cultures, enhancing their understanding of diversity."

Using QIP/SAT as a Guide: "Our curriculum planning is often guided by our Quality Improvement Plan. For instance, to address a QIP goal on physical development, we introduced 'Active Afternoons' with different physical activities, helping children develop their motor skills and understanding of healthy lifestyles."

Community Events Integration: "We keep an eye on local community events and integrate them into our curriculum. For example, during NAIDOC Week, we focused on Indigenous culture, including storytelling, art, and music from Aboriginal and Torres Strait Islander communities, enriching the children's cultural understanding."

Peer Learning Sessions: "We noticed some children excelling in certain areas, like drawing or building. We set up peer-led 'mini-masterclasses' where these children could lead an activity, fostering leadership skills and providing varied learning experiences for others."

Utilizing Child Interests for Thematic Learning: "After observing a group's fascination with trains, we developed a transport-themed week. Activities included constructing train models, learning about different transport types, and discussing concepts like speed and distance, linking to maths and science outcomes."

Professional Development Insights: "Our team regularly attends professional development courses. Insights gained from these are brought back to our curriculum. Recently, after a workshop on early literacy, we revamped our reading corner and introduced new phonics-based activities, enhancing literacy skills."

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

How do you and your team make decisions about the curriculum?

How do you maximise children's learning and development?