

1.1.2

Child centred

Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program



Week 3
12.2.2024

Section 5. Exceeding Standards: Embedded Practice (Nominated Supervisor)
Identify exceeding practice or implement how to become exceeding.

Assess your practice first.

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

Our curriculum decisions, supporting Element 1.1.2, are deeply aligned with our service philosophy that emphasises child-centred learning, respect for diversity, and a commitment to sustainability. By embedding practices that foster children's agency, encourage exploration of the natural world, and celebrate cultural diversity, we create an inclusive environment that nurtures each child's potential. These decisions reflect our belief in holistic education, where learning is interconnected with community values and environmental stewardship.

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 - How do the curriculum decisions you make to support Element 1.1.2 connect to the service philosophy?

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.

Curriculum Decisions Supporting Element 1.1.2 Child Centred: This refers to specific choices made in planning and delivering the educational program, based on the guidelines of Element 1.1.2. which is about ensuring the curriculum is planned and implemented to engage children in meaningful learning experiences. The explanation needed here is about how these decisions are made with a particular goal or outcome in mind, focusing on creating a learning environment that encourages exploration, inquiry, and development.

Connection to the Service Philosophy: The service philosophy encompasses the core beliefs, values, and principles that guide the overall approach to education and care within the service. This part of the question asks for a reflection on how the aforementioned curriculum decisions reflect and uphold these foundational beliefs. It's about demonstrating the alignment between the practical aspects of curriculum planning and the broader educational goals and values that the service commits to, such as inclusivity, fostering a love of learning, respect for diversity, and perhaps a focus on environmental sustainability or community engagement.

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

Embedded Practice - How do the curriculum decisions you make to support Element 1.1.2 connect to the service philosophy?

Inclusive Learning Environments: Our service philosophy prioritises inclusivity and respect for diversity. To support Element 1.1.2, we incorporate multicultural resources and activities into our curriculum, allowing children to explore various cultures and languages. This practice fosters an appreciation for diversity and encourages empathy and understanding among children, directly reflecting our commitment to creating an inclusive community.

Sustainability Education: Aligned with our philosophy of environmental stewardship, our curriculum includes regular gardening activities and recycling projects. These decisions support children in understanding their role in protecting the environment, promoting a sense of responsibility and connection to the natural world, which is a core aspect of our service philosophy.

Child-Led Learning: Our philosophy emphasises the importance of child-centred learning, where children's interests guide our curriculum planning. In practice, this means we observe children's play and conversations to identify their interests, and then design activities that extend these interests, supporting Element 1.1.2 by engaging children in meaningful learning that is directly inspired by their own curiosity and creativity.

Community Engagement: Reflecting our service philosophy's focus on community connection, we make decisions to include local community members and events in our curriculum. This might involve visits from Indigenous elders to share stories and knowledge, or participation in local environmental clean-ups. These activities support children's understanding of their place within the community and the importance of active citizenship, aligning with both Element 1.1.2 and our overarching philosophy.

Reflective Practice: Consistent with our philosophy of continuous improvement and reflective practice, we regularly review and adjust our curriculum based on feedback from children, families, and educators. This might involve adapting our learning environments to

better suit the developmental needs of the children or introducing new resources to challenge and extend learning. By doing so, we ensure our curriculum remains dynamic and responsive, directly supporting the goals of Element 1.1.2 and embodying our commitment to high-quality education and care.

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

How does your curriculum decisions support element 1.1.2 in creating child centred practices?

How do you make connection to the Service philosophy?