

1.1.3

Program Learning Opportunities

All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.



Week 4
19.2.2024

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.

We work with the Ed Leader to improve the room routine. We have developed detailed learning routines that break down each educator's day into 15-minute blocks. We enhance this with visual routine cards the Ed Leader makes that allow educators to guide children through the routine. We embed lesson plans into the routine and each room has a folder with detailed routine sections. We developed this after critical reflection on a room that wasn't working.

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 me an example of how you have worked with your educational leader to improve your room routine.

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.

Give me an example of how you have worked with your educational leader: This part of the question is asking you to provide a specific instance where you collaborated with your educational leader. It's about demonstrating your ability to work effectively with your supervisor or manager in an educational setting.

To improve your room routine: This part is asking you to describe how you and your educational leader worked together to enhance or refine the daily routines within your educational space or classroom. It could involve adjustments to activities, scheduling, organisation, or any other aspect of the routine that contributes to the overall learning environment.

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

Embedded Practice - Give me an example of how you have worked with your educational leader to improve your room routine.

Collaborative Planning Meetings: Educators regularly scheduled meetings with their educational leader to discuss the current room routine, identify areas for improvement, and brainstorm solutions together. As a result, they adjusted the transition times between activities to allow for smoother flow and reduced disruptions.

Routine Reflections: After each day or week, educators took time to reflect on the effectiveness of the room routine with their educational leader. They

discussed what worked well, what didn't, and any adjustments that could be made. Consequently, they restructured the morning routine to include more active engagement activities to better prepare children for the day ahead.

Peer Observation and Feedback: Educators conducted peer observations where they and their educational leader observed each other's group routines. They provided constructive feedback to each other and brainstormed ways to enhance routines based on observations. This led to the introduction of visual cues to assist children in transitioning between activities more independently.

Professional Development Workshops: Educators attended professional development workshops and training sessions related to room routines with their educational leader. They used the knowledge gained to collaboratively implement new strategies or approaches. Following a workshop on sensory integration, they incorporated sensory breaks into the daily routine to better support children's regulation and attention.

Parent Involvement: Educators involved parents in the discussion about room routines by conducting surveys or hosting meetings. They worked with their educational leader to incorporate parent feedback into routine improvements. In response to parent suggestions, they introduced a visual schedule for children to increase predictability and reduce anxiety during transitions.

Documentation and Evaluation: Educators kept detailed documentation of the room routines and their outcomes. They regularly evaluated the effectiveness of these routines with their educational leader and adjusted them accordingly. After reviewing documentation, they implemented a more flexible timetable to allow for spontaneous learning opportunities based on children's interests.

Trial and Error: Educators implemented small changes to the room routine on a trial basis. They monitored the impact of these changes and discussed the results with their educational leader to determine whether further adjustments were needed. Experimenting with different seating arrangements during group time,

they found that a circle setup facilitated better engagement and participation from all children.

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

Please give me an example of how you have worked with your educational leader with your routine.

How did this improve your room routine?