



Assess your practice first.

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

We tailor our program to each child's unique circumstances through individual learning plans, regular observations, and incorporating family insights. We maintain flexible environments and encourage children's input, ensuring inclusivity and responsiveness. Continuous educator development in inclusive and culturally competent practices further supports a child-centred approach. This strategy ensures all children are valued and supported in their learning journey, reflecting our commitment to a holistic and inclusive educational experience.

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).

Critical Reflection

How do you ensure the program considers the circumstances of every child ie how do you meet Element 1.1.2 for every child?

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.

Considering the Circumstances of Every Child:

This point asks how the program adapts to and accommodates the unique backgrounds, needs, interests, and abilities of each child. It's about ensuring that every child's individual context is taken into account, creating an environment where all children can thrive.

For Every Child: Element 1.1.2 emphasises the importance of making learning meaningful for every child through a personalised approach. This part of the question seeks to understand the specific strategies and practices in place to ensure that the curriculum is not only inclusive but also effectively supports the learning and development of each child according to their individual circumstances.

The question is exploring the methods and approaches used to ensure that every child is recognised as an individual within the program, with their own set of circumstances that are considered and catered to, in line with the principles of Element 1.1.2.

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

How do you ensure the program considers the circumstances of every child ie how do you meet Element 1.1.2 for every child?

Individual Learning Plans: We develop individual learning plans for each child, taking into account their interests, strengths, cultural background, and any additional needs. These plans guide our curriculum decisions, ensuring that learning experiences are tailored to support each child's personal development journey.

Observation and Documentation: Regular observation and documentation of each child's activities, interactions, and progress are crucial. This ongoing assessment allows us to understand each child's development, interests, and learning style, enabling us to adapt the program to meet their individual needs.

Family and Community Engagement: We actively involve families and the wider community in the learning program. Through regular communication, we gather insights about each child's life outside the centre, including cultural practices, family interests, and any challenges they may face. This information helps us to create a more inclusive and supportive learning environment.

Flexible and Responsive Environment: Our learning environments are designed to be flexible, allowing children to make choices and engage in activities that interest them. We provide a variety of resources and spaces that cater to different learning styles and abilities, ensuring that every child can participate fully and confidently.

Professional Development: Educators engage in continuous professional development to deepen their understanding of child development, inclusive practices, and cultural competence. This ensures that our team is equipped to create a learning program that respects and responds to the diversity of children's backgrounds and abilities.

Collaborative Decision Making: We encourage children to contribute their ideas and feedback about the program. This collaborative approach ensures that children have a say in their learning experiences, promoting a sense of ownership and agency that is central to a child-centred program.

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

How are you considering the circumstances of Every Child?

How have you planned curriculum for every child after you considered their circumstances ?