



Assess your practice first.

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

We introduced "choice boards" in our classrooms, allowing children to select activities based on their interests each day. This change supports children's agency by empowering them to make decisions about their learning. The boards are updated weekly with input from the children, reflecting their evolving interests and ideas. This approach was highlighted as a strength in our Quality Improvement Plan (QIP) as it aligns with promoting child-directed learning.

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 - Please give an example of changes made in practice to support children's agency (ie ability to make and implement choices and decisions).

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.

Part 1: This part wants an example of how your educational practice has evolved to better support children's agency. It's asking for concrete examples of changes you've made to enhance the children's ability to make their own choices and decisions within your learning environment.

What the Question Is Asking For:

- Specific modifications or initiatives you've implemented to empower children.
- How these changes facilitate children's active participation in decision-making processes related to their learning and play.

Part 2: This explanation relates to understanding and responding effectively to the initial part about "Embedded Practice."

Detailed Explanation:

- The question seeks insight into practical steps taken to shift more control to children, enabling them to direct aspects of their learning and day-to-day activities.
- It asks for an illustration of how you've adjusted your teaching methods, classroom environment, daily routines, or interactions to acknowledge and nurture the children's capacity to make choices and have a say in their learning journey.

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

Embedded Practice - Please give an example of changes made in practice to support children's agency (ie ability to make and implement choices and decisions.

Choice Boards: Implemented choice boards in classrooms, allowing children to select from various learning activities according to their interests and learning goals, promoting decision-making and personal investment in their learning process.

Planning Meetings: Introduced regular child-led planning meetings where children discuss and decide on the themes, projects, and activities they want to explore, giving them a voice in the curriculum planning process.

Flexible Scheduling: Adapted the daily schedule to include blocks of "free choice" time where children decide how they want to spend their time, whether on specific activities, play, or rest, fostering autonomy over their daily routines.

Environment Design: Redesigned learning environments to be more open-ended and accessible, with materials and resources within children's reach, allowing them to choose their resources and manipulate their learning spaces according to their interests.

Role Selection: Created opportunities for children to choose roles or jobs in the classroom, such as the helper of the day, weather reporter, or storytime leader, encouraging leadership and responsibility.

Negotiation Space: Established "negotiation corners" or conflict resolution areas where children are encouraged to discuss and resolve their disagreements, facilitating the development of decision-making in social interactions.

Feedback Loops: Integrated a system for children to give feedback on activities, meals, and routines, using tools like suggestion boxes or emoji scales, which educators then use to adjust practices in response to children's preferences and decisions.

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

Please give an example of how your educational practice has evolved to better support children's agency.

What practical steps have you taken to shift more control to children, enabling them to direct aspects of their learning and day-to-day activities?