



Assess your practice first.

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

All educators consistently use reflections to improve the program's design and implementation, for instance, by timing activities to align with children's energy levels, increasing community connections, and focusing on children's voices. We also ensure to incorporate local cultures and provide opportunities for risky and messy play, adapting activities for children with additional needs.

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 the way you and your team of educators consistently use your reflections to improve the design and implementation of the program.

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: Consistent Use of Reflections: This part is asking for how you and your team regularly engage in reflective practices. It's looking for examples of how reflection is an integral part of your daily or weekly routine, ensuring that it's not a one-off activity but a consistent effort to evaluate and enhance your educational approach.

Part 2: Improving Design and Implementation: Here, the focus is on the outcomes of these reflective practices. Specifically, it's asking for examples of how the insights gained from reflection lead to tangible changes or improvements in the program's design and the way it's carried out. It's about the actions taken in response to reflections to make the educational experience better for the children.

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 the way you and your team of educators consistently use your reflections to improve the design and implementation of the program.

Weekly Reflection Meetings: Every Friday, our team gathers to reflect on the week's activities, discussing what worked well and what didn't. For instance, after noticing that children were more engaged in activities that included storytelling, we decided to integrate storytelling across all learning areas, enhancing engagement and comprehension.

Reflection Journals: Each educator keeps a daily reflection journal. Through this practice, one educator noted that outdoor play sparked significant curiosity in natural sciences among children. This led to the development of a more structured outdoor science program, including experiments and observation activities, thereby enriching our science curriculum.

Peer Observation and Feedback: We schedule monthly peer observations where educators observe each other's sessions and provide feedback. Following one session, the feedback highlighted the success of using music to transition between activities. We adopted this approach more broadly, making transitions smoother and more enjoyable for the children across all classes.

Parent Feedback Integration: After reviewing parent feedback indicating a desire for more individualized learning approaches, we implemented a system where educators spend time each week planning personalized learning activities based on each child's interests and developmental stage, thus improving our program's inclusivity and responsiveness.

Professional Development Insights: Following a professional development workshop on inclusive education, our team reflected on our current practices and realized the need for more sensory-friendly learning environments. We re-designed our classrooms to include quiet zones and sensory play areas, significantly benefiting children with sensory sensitivities.

Technology in Learning: After reflecting on the role of technology in early childhood education, we decided to introduce interactive e-books and educational apps into our literacy and numeracy programs. This integration was based on observations and reflections on children's engagement and learning outcomes with digital resources, leading to improved literacy and numeracy skills.

Environmental Sustainability Focus: Our reflections on the importance of teaching environmental responsibility inspired us to create a "green warriors" program. This program, developed from our team's reflections on children's interest in outdoor activities and the natural world, includes recycling projects, a vegetable garden, and lessons on conservation, embedding sustainability into our curriculum.

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

How do you and your team integrate regular reflective practices into your routine to ensure continuous improvement in your educational approach?

Can you provide an example of how insights gained from these reflective practices have led to specific changes or enhancements in the design and implementation of your program?