



## Assess your practice first.

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

We utilise daily reflection journals where children can draw or write about their day, which are then shared with families. This practice not only gives children a voice but also engages families in their child's learning and experiences. Feedback from families is encouraged and used to adapt and enrich our program. This method of incorporating the voices and views of children throughout the day is a testament to our commitment to engaging with families and communities.

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).

### **Engagement with families and community.**

*Please give an example showing how you actively seek out and use the voices, and views of children throughout the day.*

**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: Using the centre's location or community:** This part is about how you leverage the physical location of your centre or the resources, cultures, and organisations within your local community. It's asking for ways in which these local attributes are incorporated into the educational program or day-to-day activities to make learning more relevant and engaging for the children.

**Part 2: To respond to and scaffold children's learning:** The second part focuses on the educational strategies you employ that are specifically designed to support and extend children's learning and development. It's asking for examples of how the use of local features or community resources contributes to the children's understanding, skills, or knowledge in a way that builds on what they already know and can do, guiding them to the next stages of learning effectively.

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

*Please give an example showing how you actively seek out and use the voices, and views of children throughout the day.*

**Local Wildlife Exploration:** We organise walks around the nearby bushland to learn about native plants and animals, fostering an appreciation for Australia's unique biodiversity and teaching children about environmental conservation.

**Community Garden Collaboration:** Partnering with a local community garden, children participate in planting and caring for vegetables and flowers. This hands-on experience teaches them about life cycles, sustainability, and healthy eating.

**Aboriginal Cultural Studies:** By visiting local Indigenous landmarks and inviting Aboriginal Elders to share stories and traditions, we embed Indigenous perspectives into our curriculum, promoting cultural understanding and respect.

**Local Library Visits:** Regular trips to the nearby library encourage a love for reading and introduce children to the concept of community resources, enhancing their literacy skills and fostering a sense of belonging in their local community.

**Fire Station Tour:** A visit to the local fire station provides practical learning about safety and the roles of community helpers, empowering children with knowledge on emergency response and fostering respect for firefighters.

**Beach Clean-Up Days:** Participating in beach clean-ups teaches children about environmental stewardship and the impact of litter on marine life, encouraging responsible behaviours towards our oceans and beaches.

**Art Inspired by Local Landscapes:** Children create art projects inspired by the surrounding landscapes, such as the beach, bushland, or cityscapes. This encourages artistic expression while deepening their connection to their local environment and community.

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

**How do you use the centre's location or community?**

**Please describe how you respond to and scaffold children's learning by connection the centres location and community?**