



Assess your practice first.

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

Exceeding – Embedded Practice

Supportive Environments for Collaboration

Educators create supportive environments by arranging mixed-age group activities to promote peer learning and support. Spaces are designed to be flexible, allowing for group interactions and solitary play as needed. Resources include diverse cultural materials and loose parts that encourage creativity and interaction. Adequate supervision ensures safety while allowing children the freedom to explore and collaborate. Educators use techniques like Circle of Security and child-centred programs to teach social skills, fostering a community of cooperation and mutual respect.

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 explain how you and your team create supportive environments that enable children to collaborate, learn from and help each other.

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.

*Please explain how **you and your team create supportive environments that enable children to collaborate, learn from and help each other.***

... your team create supportive environments...

We do this by ensuring safe and secure spaces, nurturing relationships, age-appropriate stimulation, predictable routines, social and emotional support, an individualised approach, and collaboration with families. This includes minimising potential hazards, establishing positive relationships, providing stimulating experiences, maintaining consistent schedules, routines and rosters, promoting social and emotional development, tailoring interventions to individual needs, and fostering strong partnerships with families.

... enable children to collaborate, learn from and help each other ...

involves providing opportunities for group activities and communication, offering materials that encourage cooperation, modelling positive social behaviours, designing collaborative projects, and recognising and celebrating their efforts. This fosters a supportive environment where children can develop social skills, learn from their peers, and feel a sense of belonging and community. Now that we have examined the words in detail, we can start exploring what these concepts could look like for you.

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

Week 16, 27 to 31 May 2024 – 5.2.1 Collaborative learning

Please explain how you and your team create supportive environments that enable children to collaborate, learn from and help each other.

Use Team-Based Problem Solving. Educators can design problem-solving tasks that require teamwork, allowing children to practice working together and leveraging each other's strengths. For instance, setting up a "problem-solving station" with puzzles and challenges that children can only complete through cooperation teaches them to communicate effectively and value each other's contributions.

Organise Peer Mentoring Programs. Educators create a supportive environment by implementing peer mentoring programs where older children help younger ones. This not only benefits the younger children but also gives the older children a sense of responsibility and leadership. For example, older children might help younger peers with reading or assist them in learning new games, fostering a culture of collaboration and support.

Establish a Positive Classroom Culture. Educators set the tone for collaboration by creating an environment where all children feel welcome and valued. They establish clear expectations for positive communication and mutual respect. For example, during morning meetings, children are encouraged to share good news or compliment each other, promoting a culture of appreciation and inclusivity.

Foster Social-Emotional Development. Educators support the development of empathy and emotional regulation by teaching children how to understand and manage their emotions. They also encourage children to consider others' feelings and resolve conflicts peacefully. For instance, they might use a "feelings chart" to help children express their emotions and discuss ways to handle different feelings constructively.

Design Collaborative Learning Opportunities. Educators create group projects and activities that require teamwork and the sharing of knowledge. These activities can span various subjects, encouraging children to use their unique strengths. For example, a project to build a community garden involves planning, planting, and maintaining the garden, allowing children to contribute in different ways.

Encourage Peer Interaction and Communication. Educators design activities that promote peer discussions and feedback. For example, they might organise "peer teaching" sessions where children take turns explaining concepts to each other, fostering communication skills and reinforcing their own understanding.

Week 16, 27 to 31 May 2024 – 5.2.1 Collaborative learning

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Scaffold Collaborative Skills. Educators provide support and teach strategies for effective collaboration. They model behaviours like active listening and respectful communication, and they guide children through these processes. For instance, during group activities, they may use "talking sticks" to ensure everyone has a chance to speak and be heard.

Promote a Growth Mindset. Educators encourage a growth mindset by emphasising that challenges are opportunities for learning. They praise effort and persistence rather than just results. For example, after a difficult task, they lead a discussion on what was learned from the experience, highlighting that mistakes are part of the learning process.

Encourage Reflection and Self-Assessment. Educators provide opportunities for children to reflect on their collaborative experiences and assess their own contributions. They might use self-assessment checklists or journals where children can evaluate their teamwork skills and set goals for improvement, fostering a habit of self-reflection and continuous growth.

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

Please explain how you and your team create supportive environments.

Please explain how you enable children to collaborate, learn from and help each other.