



Assess your practice first.

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

Exceeding – Embedded Practice

Our interactions with children are aligned with our service philosophy, ensuring we meet various aspects of their development and wellbeing. We reinforce positive behaviour by praising specific actions, promote high-quality learning by integrating play-based educational activities, and meet children's needs by adjusting our approach based on individual observations. We ensure our practices reflect families' expectations by maintaining open communication, encourage children to participate actively in group activities, and continuously work to build trusting relationships through consistent, supportive interactions.

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 <i>Please explain how your interactions with children align with your service Philosophy.</i>

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 your interactions with children align with your service Philosophy.

We will reverse this and start with your philosophy.

A philosophy for an early childhood centre is a set of beliefs and values that guide the overall approach and practices of the centre in promoting the development and well-being of young children. It encompasses the centre's understanding of the purpose of early childhood education, the roles of educators, the learning environment, and the methods used to support children's growth and learning. It is grounded in current research, cultural sensitivity, and a commitment to meeting the unique needs of each child in the centre.

Interactions with children in an early childhood centre refer to the intentional and purposeful engagements between adults and children in a way that supports their development and learning. These interactions involve respectful communication, active listening, and positive reinforcement. They provide opportunities for children to explore, express themselves, and make meaningful connections with others. Interactions in an early childhood centre are responsive to the child's individual needs, interests, and abilities, and aim to foster a sense of belonging and trust in the learning environment. Effective interactions with children promote their social, emotional, cognitive, and physical development and lay the foundation for lifelong learning.

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**

Week 14, 13 to 17 May 2024 – 5.1.1 Positive educator to child relationships

how these above concepts have created change in your service.

Please explain how your interactions with children align with your service Philosophy.

Inclusion and Diversity Emphasis: Our service philosophy stresses the importance of inclusion and respecting diversity. In line with this, I always make sure to incorporate books, activities, and discussions that reflect a wide range of cultures and lifestyles during our sessions. This practice helps children understand and appreciate diversity from an early age, aligning perfectly with our overarching goals.

Child-led Learning: Following our philosophy of encouraging child-led learning, I focus on observing the interests and choices of the children during play. This allows me to tailor activities that resonate with their current interests, whether it's a spontaneous art project or a deeper investigation into a topic they're curious about, thus supporting their natural learning processes.

Positive Behaviour Reinforcement: Our philosophy includes nurturing positive behaviour through encouragement and reinforcement rather than punishment. I apply this by using positive language and acknowledging children when they share, help others, or solve problems effectively, thereby fostering an environment of kindness and cooperation.

Fostering Independence: Consistent with our service philosophy of promoting independence, I encourage children to take part in setting up activities and tidying up afterwards. This involvement not only helps them feel valued and capable but also teaches responsibility and self-reliance, crucial aspects of our educational approach.

Supportive Interactions: In alignment with our philosophy of creating a supportive and nurturing environment, I make it a point to have one-on-one interactions with each child daily. These interactions are geared towards understanding their feelings and providing the comfort or encouragement they need, thereby ensuring they feel secure and valued in our setting.

Collaborative Engagement: Our philosophy promotes collaborative engagement among children. I facilitate this by organizing group projects that require teamwork, such as building a large puzzle or creating a group mural. This not only enhances their social skills but also aligns with our commitment to collaborative learning and respect for others' ideas and perspectives.

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

Please give an example from your philosophy regarding interactions.

Please explain how your interactions with children align with your example from your service philosophy.

Week 14, 13 to 17 May 2024 – 5.1.1 Positive educator to child relationships