



Assess your practice first.

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

Exceeding – Embedded Practice

Educators creatively adapt spaces and resources to enhance learning outcomes. For instance, children use leaves and twigs for painting, encouraging creativity and a connection to nature. Spaces are used to explore Indigenous cultures through storytelling and artefacts. STEM activities are integrated using everyday items to explore scientific concepts. Flexible use of space allows for varied learning setups, such as outdoor classrooms, promoting engagement and adaptability in 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 how you regularly use spaces and resources in flexible and creative ways to promote learning outcomes.

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 give an example of how you regularly use spaces and resources in flexible and creative ways to promote learning outcomes.

Using spaces and resources in flexible and creative ways:

This refers to the approach of utilising physical spaces and available resources in a manner that allows for adaptability, versatility, and innovative use. It involves creatively reimagining the use of spaces and resources to support diverse learning experiences and activities. Open-ended materials for children's play are objects or materials that have no predetermined or fixed purpose, allowing for infinite possibilities and creative exploration. These materials can be used in various ways and adapted to suit different play scenarios and children's interests.

Promoting learning outcomes: This refers to the intentional focus on achieving educational goals and desired learning outcomes through the use of flexible and creative spaces and resources. The aim is to create an environment that fosters meaningful learning, encourages exploration, problem-solving, critical thinking, and promotes the development of various skills and competencies among learners.

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 of how you regularly use spaces and resources in flexible and creative ways to promote learning outcomes.

Educators transform the outdoor play area into an immersive rainforest environment, using natural

resources like leaves, branches, and water features to create a sensory-rich learning space. This setup is used for hands-on science lessons about ecosystems, encouraging children to explore and interact with the environment creatively while learning about biodiversity and environmental conservation.

The indoor classroom is rearranged daily to reflect different cultural settings, using various props and materials. One day, it might be an Italian café with menus, play food, and costumes, promoting cultural awareness and language skills. The next, it could be an outback campsite with tents and cooking utensils, fostering imaginative play and understanding of Australian heritage.

A flexible STEM lab is set up using modular furniture and movable storage units filled with building materials, electronics kits, and recycled items. Children are encouraged to design and build their own inventions, promoting creativity, problem-solving, and collaboration. This setup changes regularly to introduce new challenges and projects, keeping the learning dynamic and engaging.

The art area is designed to be highly adaptable, with movable easels, a variety of materials, and outdoor space for messy activities. Educators frequently rotate the available resources to inspire new projects, such as using natural dyes from plants collected during nature walks, encouraging children to experiment with different artistic techniques and mediums.

An outdoor mud kitchen is enhanced with an array of real kitchen utensils, pots, and pans, as well as natural ingredients like herbs and flowers. This space is used not only for play but also for lessons on cooking, nutrition, and science experiments, allowing children to engage in sensory play and practical life skills in a creative and flexible environment.

Educators set up a series of play environments that rotate weekly, such as a fishing, a space station, or a castles. Each station is equipped with props, costumes, and educational materials relevant to the theme, promoting imaginative play and allowing children to

explore different historical and fictional contexts in an engaging and flexible manner.

The reading corner is a **dynamic space with a variety of seating options**, including bean bags, hammocks, and tents. It is regularly reconfigured to create inviting reading nooks and storytime areas, often themed around the current curriculum focus. Educators use this flexible setup to foster a love of reading and to support literacy development in a comfortable and stimulating environment.

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

Please give an example of how you regularly use spaces and resources in flexible and creative ways...

to **promote learning outcomes.**