



Assess your practice first.

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

Exceeding – Embedded Practice

Attuned to Each Child's Needs: Educators are consistently attuned to each child's needs, ensuring safety through personalised arrangements. For example, we adapt our approach for children with additional needs, temporary illnesses, or those experiencing trauma. We maintain a vigilant child protection stance, being alert to indicators of abuse or neglect. This attunement allows us to provide a secure environment tailored to each child's unique situation.

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 showing how you're consistently attuned to each child's needs and ensure their safety at all times.

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 showing how you're consistently attuned to each child's needs and ensure their safety at all times.

Consistently attuned to each child's needs

This idea highlights the importance of consistently being in tune with each child's unique requirements. It involves actively observing and listening to the children, understanding their emotions, preferences, and interests. By being attuned to their needs, a caregiver or educator can better support and engage with each child on an individual level. This can include providing personalised attention, offering appropriate learning materials, adjusting teaching methods, and being responsive to their emotional well-being.

Ensuring the safety of the children at all times

This idea underscores the paramount importance of ensuring the safety and well-being of the children under one's care. It involves creating and maintaining a secure physical environment, implementing safety protocols, and being vigilant in monitoring and supervising the children's activities. Ensuring safety encompasses various aspects, such as assessing and mitigating potential risks, promoting hygiene practices, establishing clear boundaries, and providing appropriate supervision during playtime, outings, or any other activities.

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're consistently attuned to each child's needs and ensure their safety at all times.

To demonstrate how Sarah is consistently attuned to Emily's needs and ensures her safety, let's look at a scenario/case study.

Emily, a child struggling with social interactions and occasional angry outbursts, is in Sarah's classroom. Sarah recognises Emily's challenges provides her with additional support to help her feel comfortable and included.

To consistently attune to Emily's needs, Sarah implements the following strategies:

1. **Observation:** Sarah actively observes Emily's behaviour and interactions with others during playtime and group activities. She notices that Emily becomes agitated in noisy environments or when faced with unfamiliar faces.
2. **Individualised attention:** Sarah initially focuses on giving Emily one-on-one attention to establish trust and build a connection. Gradually, Sarah introduces other children to join Emily in play, fostering social interactions at a pace that suits Emily's comfort level. During group time, Sarah sits next to Emily, engaging her in conversations and encouraging her to express her thoughts and feelings.
3. **Tailored activities:** Sarah designs activities that cater to Emily's interests and strengths, creating a safe space for her to engage. For example, during an art experience, Sarah provides materials that Emily enjoys and offers gentle guidance to boost her confidence. Sarah also asks Emily if she would like a friend to join, respecting her preferences.
4. **Social support:** Sarah actively encourages the other children in the class to be inclusive and supportive of Emily. She organises group activities that promote cooperation and empathy, fostering an environment where Emily feels included and valued by her peers.

Attending to Emily's needs, Sarah also prioritises her safety:

1. **Risk assessment:** Sarah regularly assesses the classroom environment for potential hazards or objects that Emily could potentially throw. She takes proactive measures to eliminate or minimise such risks. For example, Sarah arranges the furniture in a way that provides Emily with her own space on the

edge of a group, allowing her to easily move away if the noise becomes overwhelming.

2. **Supervision:** Sarah maintains constant supervision, especially during activities that involve potential risks for Emily, such as indoor play or group interactions. Sarah initiates the group or activity and has Emily join once the group has settled and is actively engaged. Sarah ensures that there is another educator present to provide extra support and supervision for Emily.
3. **Safety protocols:** Sarah consistently reinforces safety rules to the entire class. She explains and demonstrates appropriate behaviour, such as walking indoors, using scissors safely, or washing hands before meals. Sarah reinforces these practices through positive reinforcement and gentle reminders. For Emily, Sarah and other educators take the time to re-demonstrate these safety rules in a quiet space or during a calm moment to help Emily process and understand them effectively.

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

Please give an example showing how you're consistently attuned to each child's needs

and ensure their safety at all times.

Week 26, 19 to 23 August 2024 – 2.2.1 Supervision