



Assess your practice first.

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

Exceeding – Embedded Practice

Community activities reflecting commitment to EYLF/MTOP principles and practices: Connecting children with their community, such as inviting local elders or going on excursions, demonstrates respect for diversity and holistic approaches. These activities nurture children's personal, social, and emotional well-being while fostering cultural participation. They align with Vygotsky's socio-cultural theory, emphasising that children are active learners. Resources like walking ropes, native plants, and cultural artefacts support these rich experiences.

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)

Please explain how the activities connecting children with their community reflects a strong commitment to the principles and practices of the EYLF/MTOP and the use of resources that support community engagement and inclusion.

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 the activities connecting children with their community reflects a strong commitment to the principles and practices of the EYLF/MTOP and the use of resources that support community engagement and inclusion.

There are two parts of the question above, here is how we can look at each part.

Part 1: "Please explain how the activities connecting children with their community reflects a strong commitment to the principles and practices of the EYLF/MTOP." This part is asking you to describe how the activities that involve children with their neighbourhoods show that you are really dedicated to following the ideas and methods of the EYLF/MTOP. Suppose we organise regular visits to a local park where children interact with nature and learn about the environment. This reflects our strong commitment to EYLF/MTOP because it aligns with their principles of promoting active exploration and respect for the natural world. It shows we value outdoor learning and hands-on experiences.

Part 2: "Please explain the use of resources that support community engagement and inclusion." This part is asking you to talk about the things you use, like books, toys, or tools, that help children and their community work together and include everyone. We have a collection of diverse books in our library that feature characters from different cultures and backgrounds. These resources support community engagement and inclusion by helping children understand and appreciate the experiences of others. Reading these books together encourages

conversations about diversity and inclusion, which are important aspects of our community-focused approach.

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

Please explain how the activities connecting children with their community reflects a strong commitment to the principles and practices of the EYLF/MTOP and the use of resources that support community engagement and inclusion.

Excursions to Local Landmarks

Taking children on regular excursions to local landmarks, such as parks or museums, reflects the EYLF principle of **respect for diversity** and **holistic approaches**. These outings provide opportunities for children to experience and learn about their local community, building a sense of belonging and enhancing their physical, social, and emotional development.

Visits from Aboriginal Elders

Inviting local Aboriginal elders to share Dreamtime stories or traditional art practices supports the EYLF focus on **respect for diversity** and **building connections** with Aboriginal and Torres Strait Islander communities. This activity ensures that children engage with Australia's First Nations history and culture, reflecting inclusive practices and promoting cultural competence in a meaningful way.

Community Gardening Projects

Engaging children in community gardening projects with local volunteers reflects the EYLF principle of **intentional teaching** and **holistic approaches**. Children learn about sustainability, teamwork, and the importance of community resources while forming connections with local gardeners. This activity also supports children's social and emotional well-being as they contribute to and care for their environment.

Multicultural Resource Displays

Using resources such as books, images, and toys that reflect the cultural diversity of the community aligns with **respect for diversity** and **holistic approaches**. These resources allow children to see their own and others' cultures represented, supporting **inclusiveness**

and helping children develop a broader understanding of their community and the world around them.

Collaborations with Local Businesses

Working with local businesses, such as bakeries or libraries, to organise incursions or excursions is an example of **intentional teaching** and **community engagement**. These partnerships allow children to understand the roles of people in their community, fostering **socio-cultural learning** and helping children connect their learning with real-world experiences, which enriches the educational program.

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

Please explain how the activities connecting children with their community reflects a strong commitment to the principles and practices of the EYLF/MTOP ...

Please explain the use of resources that support community engagement and inclusion.

Week 33, 21 to 25 October 2024 – 6.2.3 Community Engagement

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