

Sleep and Rest Audit

NQS

Element 2.1.2 Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.

Regs

81 Sleep and rest

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- Yes No Are all educators aware when children are communicating their needs for comfort and assistance?
- Yes No Do all educators recognise when children are communicating their bodily needs, i.e. toileting, hunger, etc?
- Yes No Do you allow children who do not require sleep or a rest the opportunity to engage in appropriate quiet play activities?
- Yes No Do you have a physical spaces for children to engage in rest and quiet experiences?



Identified issues for your QIP. This information can go directly onto your QIP.

How do children demonstrate a sense of belonging and comfort in their environment?

How do you minimise the risk of overcrowding at rest time?

What did we learn or discover that we are doing well?

What can we improve on and how can we get there?

Children's decision making

NQS

Element 1.1.1 Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

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1.1.1


Week 12. 29th April to the 3rd May 2013

Curriculum Planning Sheets (use daily Monday to Friday)

Remember what EYLF says-: "children are connected to family, community, culture and place" p 7. Children construct meaning and learn through their relationships with family, friends, the community and the environment they live in.

Use Centre Support's EYLF Symbols to show where the ideas for the curriculum are coming from – Educators, Families or Children as individuals or groups. Use the Extension of Learning Symbol to clearly demonstrate how we are maximising the learning and development opportunities by extending children's interest or knowledge beyond what they already know.


Record all learning experiences on the Curriculum Planning Sheets. Sometimes it goes somewhere, but sometimes it doesn't. We need to forget the past where NCAC validator's looked for the link in a linear developmental continuum and be confident in what we do. We analyse what learning has occurred from the events of the day using the EYLF Learning Outcomes and related information.

Learning Outcomes	Symbol	Activities, provisions, experiences etc – Document as they happen. Don't forget to add why and detail behind the reasons.
<p>OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING - Children take increasing responsibility for their own health and physical wellbeing.</p> <p>X</p>		<p><i>Jasper's building shows he is developing his fine motor skills, we are extending this by adding the mobile to the play today.</i></p> <p>X</p>

X

Old DAP observation is NOT meeting the element 1.1.1.

The above and below samples are not correct. This is an old style observation standing back and watching the children writing about what is seen in one developmental area and the focus is on Jasper's ages and stages development Unless there is a physical development problem Jasper will increase his fine motor skills naturally. There is no reference to the relationships and the connections to his environment and people around him.

Learning Outcomes	Symbol	Activities, provisions, experiences etc – Document as they happen. Don't forget to add why and detail behind the reasons.
<p>OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING - Children take increasing responsibility for their own health and physical wellbeing.</p>		<p><i>To extend upon Jaspers bridge building we are continuing to leave the blocks out in the room today.</i></p>

X

The equipment focused follow-up is NOT meeting the element 1.1.1

Jasper's interest is recognised, but the observation still needs more information. The equipment alone will not extend Jasper. This example is not because it has not taken into consideration the relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

Children's decision making

1.1.1

NQS


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Learning Outcomes	Symbol	Activities, provisions, experiences etc – Document as they happen. Don't forget to add why and detail behind the reasons.
<p>OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS - Children resource their own learning through connecting with people, place, technologies and natural and processed materials</p>		<p><i>To <u>extend upon Jasper's interest</u> in bridges we are <u>exploring</u> how Jasper is connected to his world by <u>investigating</u> what else he <u>knows</u> about bridges.</i></p> <p><i>Please refer to learning story for more information.</i></p>



Interest-based observation is meeting the element 1.1.1

This is getting there as we show in this simple sentence how we have recognised Jasper's interest (to extend upon Jasper's interest in Bridges) and how we are planning (we are exploring how Jasper is connected to his world by investigating what else does he know about bridges). Notice how simple it is to show what you are doing as an intentional teacher "we are exploring".

Learning Outcomes	Symbol	Activities, provisions, experiences etc – Document as they happen. Don't forget to add why and detail behind the reasons.
<p>Outcome 1: (recognise their individual achievements and the achievements of others)</p> <p>Outcome 2: (demonstrate an increasing knowledge of, and respect for natural and constructed environments)</p> <p>Outcome 5: (actively use, engage with and share the enjoyment of language and texts in a range of ways)</p>		<p><i>We assisted Jasper by demonstrating writing which he explored further with text and symbols Bridge Drawing).</i></p> <p><i>Jasper, Nicholas and Lachlan in block construction showed increasingly co-operated and collaboratively behaviour. Great work!</i></p> <p><i>To extend further we are asking Jasper's family if they can see a connection between the bridges and their everyday life.</i></p> <p><i>Please refer to learning story for more information.</i></p>



Exceeding the element 1.1.1

Why is this exceeding?

The educator has skilfully incorporated 3 learning outcomes, one principles and three practices in those three short sentences and has written themselves into the reflection. The outcomes are in the left hand column. The principle is: Partnerships (asking Jasper's family if they can see...) The practices are; Holistic approaches (demonstrating writing, symbols, collaboratively behaviour and family and outside connections)

Week 12. 29th April to the 3rd May 2013

Children's decision making

NQS

Element 1.1.1 Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

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1.1.1

Week 12. 29th April to the 3rd May 2013

Element	Working Towards National Quality Standard (W)	Meeting National Quality Standard (W)	Exceeding National Quality Standard (W)
1.1.1	Curriculum decision making sometimes supports children's learning and development outcomes.	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.	Curriculum decision-making maximises each child's learning and development opportunities.

What should be on the curriculum sheets?

- Learning.
- Strengths or interests that are followed on with.
- Extension of learning that continues on to following days. Eg excursions, continuing learning.
- Family input - must be put on. You must use it and ensure families see how you use it.
- Don't write it if it was something they have seen before.

Assessment for children's learning is valuable when you are able to use the assessment immediately. In the past when we observe a child (assessment) we would plan on the following program which may have been two weeks away. This type of planning was not effective as the children's interest had shifted during the two weeks that followed. **Please describe how you can assess on the spot and use the information to build the child's knowledge immediately.**

Analyse your daily curriculum sheets and rank yourself as

- Working Towards,
- Meeting or
- Exceeding.

What do you need to change on your curriculum sheets to be ranked as Exceeding?

Painting Outside

NQS

Element 3.2.1 Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.

If you want to achieve Exceeding you need to get the basics right first, then move outside the early childhood, education and care (ECEC) sector. Why, the assessor needs to see something they have not seen before and we need to challenge ourselves and our preconceived ideas about ECEC. We need to show them we really are exceeding by pushing boundaries. Remember what the EYLF says.

"Drawing on a range of perspectives and theories can challenge traditional ways of seeing children, teaching and learning, and encourage educators, as individuals and with colleagues, to: recognise how the theories and beliefs that they use to make sense of their work enable, but also limit their actions and thoughts..." page 12.

Impressionism is a 19th-century art movement that originated with a group of Paris-based artists. The Impressionist were the first painters to paint outside. They constructed their pictures from freely brushed colours. The Impressionist were interested in sunlight and in its changing qualities. For example they liked comparing and painting the different colours from morning sunlight, to midday sunlight and afternoon sunlight. Before the Impressionist artist would paint in a studio and use what is called academic painting processes.

The Impressionist were very interested in painting landscapes, everyday scenes and common subjects.

The Impressionist included Frédéric Bazille , Gustave Caillebotte, Mary Cassatt, Paul Cézanne, Edgar Degas, Armand Guillaumin, Édouard Manet, Claude Monet, Berthe Morisot, Camille Pissarro, Pierre-Auguste Renoir and Alfred Sisley.

Tasks

Are you ready to be adventurous? Can you set the easel up in different rotating locations in the outdoor environment?

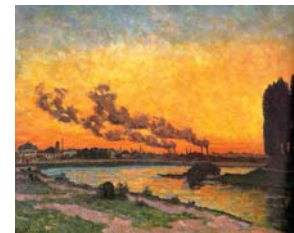


You are to show the children the different colours the sunlight creates during the day. You might like to take photos and compare.

You are to show examples of impressionist artist and the different everyday scenes and objects and light they paint. Encourage children to give it a go.

"Do not limit children by their age. I once taught a 14 month old to draw a rooster free hand." Matthew Stapleton.

Send back your great examples to admin@centresupport.com.au so we can celebrate your fantastic achievements.



Armand Guillaumin



Gustave Caillebotte



Pierre-Auguste Renoir,



Frédéric Bazille



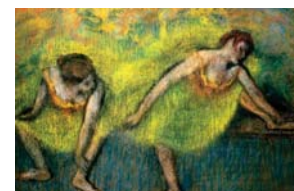
Paul Cézanne



Mary Cassatt



Berthe Morisot



Edgar Degas

Week 12. 29th April to the 3rd May 2013

Curriculum Reflections

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Element 1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.

Symbols	Total Symbols		Percent
Child Input ☆ ! ☆ ☆		%	
Family Input ○		%	
Educator Input △ ☆ ☆		%	

Count the symbols on your curriculum, add and divide by the total to get the %

Evaluate - were you happy with the % of the symbols? Yes No

How have you used a variety of strategies to collect, document, organise, synthesise and interpret children's learning?

What have you learnt about the children because of the variety of strategies you used to collect information regarding their learning this week?

What might you change or do differently in light of the variety of strategies you used to collect information regarding their learning this week?

Monday
-5 -4 -3 -2 -1 0 +1 +2 +3 +4 +5
 Worst day Best ever day

Tuesday
-5 -4 -3 -2 -1 0 +1 +2 +3 +4 +5
 Worst day Best ever day

Wednesday
-5 -4 -3 -2 -1 0 +1 +2 +3 +4 +5
 Worst day Best ever day

Thursday
-5 -4 -3 -2 -1 0 +1 +2 +3 +4 +5
 Worst day Best ever day

Friday
-5 -4 -3 -2 -1 0 +1 +2 +3 +4 +5
 Worst day Best ever day

What meaningful information that depicts children's learning in context and identifies their strengths, skills and understandings was collected this week?

What did you learn about children when you collected this meaningful information this week?

What might you change or try because of what you learnt about the meaningful information collected this week?

Critical Reflections

1.2.3

NQS

Element 1.2.3 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

EYLF Assessment for learning

Educators take the easy road and select equipment they perceive children like or think is developmentally appropriate.

Educators analyse information as evidence about what children know, can do and understand.

- 5 - 4 - 3 - 2 - 1 0 + 1 + 2 + 3 + 4 + 5
Worst case Best case

Why did you rank yourself with the number above?

Philosophy - How have you demonstrated your philosophy this week?

What would you need to do differently to achieve a ranking of +5?

Describe the best thing that happened this week with the children.

Theorist

NQS

Element 1.2.3 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

EYLF

Educators continually seek ways to build their professional knowledge and develop learning communities.

Nature Versus Nurture

In developmental psychology the debate centres around two main questions. Are children born with innate knowledge or skills or are these acquired from interaction with the environment? Is development driven by external factors or by something inside each individual? In this context, nature refers to traits, abilities and capacities that are inherited. It includes anything produced by the predetermined unfolding of genetic information. Development that relies on nature alone is known as maturation. In contrast, nurture refers to the environmental influences that shape development. These can be biological; for example, substance misuse in pregnancy may result in changes in growth and development of the unborn child. More often than not, nurture refers to the social and cultural factors that shape our environment and way that the behaviours of those around us influence our development. This includes the way we are raised as children, the attitudes and behaviours of our peer group, our experiences and even the choices we make as we get older. Societal factors, such as the socio-economic circumstances in which we find ourselves, may also be important.

Upton, Penney (2011-07-13). Developmental Psychology (Critical Thinking in Psychology) (Kindle Locations 181-190). Learning Matters. Kindle Edition..

Please list what you see as children's innate knowledge or skills they are born with.

Please list what you see as children's acquired skills and knowledge they gain from interaction with the environment.

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