



Case Study



Community



Theory



Critical Reflection



Complete QIP



Educators



Each child's current knowledge, strengths, ideas, culture, abilities, and interests are the foundation of the program.

Case Study - Critical Reflection

After critically reflecting upon the element educators at a Centre understood that the element has six different sections:

1. What does the child know?
2. What are the child's strengths?
3. What are the child's ideas for the program?
4. How can we use the child's culture for the program?
5. What are the child's abilities?
6. What is the child interested in?

Action from critical reflection – The program is child-centred.

The first thing educators did was look at each section of the element and connect it to their own life to help understand how they could identify and develop children's knowledge, strengths, interests etc.

1. Knowledge

Think about what you know and why. Your knowledge might come from a hobby, a past job, or a family business you were closely involved with. Who taught you? Were there any steps you needed to know before you could progress?

Now think about a child who knows a lot about something and ask yourself how they know this?

Use this understanding to select a child and answer the question 'what does the child know.'

2. Strengths

Think outside early childhood. What are your strengths in life? What have you been told you're good at?

Now, think about children's strengths outside the early childhood environment. So many children do amazing things at home with their families, like cooking the family meal from scratch, but we may be too afraid to let them cook anything more difficult than a pizza.

Use this understanding to select a child and answer the question 'what are the child's strengths.'



3. Ideas

Imagine you're a child again, and you're attending the centre. What would your ideas be for the program?

Now, think about how you're making sure children's ideas are part of the program? In relation to play equipment, ask yourself whether the children play with the equipment at your service just because it's there? Does the Centre make any pieces of equipment for the children?

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Use this understanding to select a child and answer the question 'what are the child's ideas for the program.'

4. Culture

Culture is not just different nationalities. Culture is all around us in all different forms eg Miss Anita takes her daughter to dance and singing classes every week.

Now, think about children's culture. For example Casey's dad was a mechanic and they both liked hot cars, and a large part of their culture was 'Summernats' and burnouts.

Use this understanding to select a child and explain how you could use the child's culture for the program?

5. Abilities

What are your abilities as an educator? Are they incorporated into the program, or are you just doing 'childcare stuff' because that's what you thought it had to be like?

Now, think about children's abilities when they're outside the service with their families? Are you incorporating their abilities into the program? If you don't know then you need to discover them.

Use this understanding to select a child and answer the question 'what are the child's abilities.'

6. Interests

What interests you? Are those interests allowed to be included in the program? If not why not?

Now, what are children's interest and how do you add this to the program? Remember, equipment from a catalogue has NOT been designed by children. It's all adult ideas, so don't automatically think the child is interested, for example, in blocks. It may have been the only thing available in the room to relieve the children's boredom.

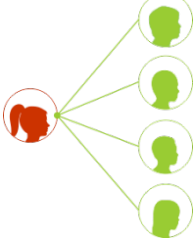
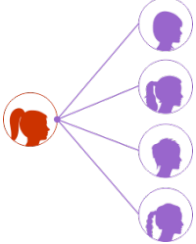
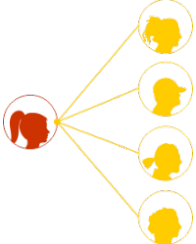
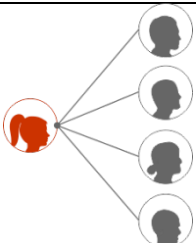
Use this understanding to select a child and answer the question 'what are the child's interests.'

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The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives..” Pick one of the following reflection points to complete the table below:

- How do you include the ideas of very young children or babies into the program?
- You’ve organised some risky play activities that children love, but one family’s concerned their child will be injured? How do you respond to the family?
- How do the EYLF/MTOP learning outcomes support NQS Element 1.1.2?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>	<p>Baby Finley smiles and giggles as she tries to unpack all the toys you just tidied up.</p>	<p>Make sure I react in positive ways rather than getting frustrated that she’s making a mess. Use the time to talk with Finley in a sustained way.</p>
 <p>an educator</p>	<p>This is frustrating my attempts to tidy up, but I can see that Finley is telling me she loves unpacking things and exploring all the objects.</p>	<p>Provide boxes full of objects that Finley can explore as she unpacks.</p>
 <p>your families</p>	<p>Finley loves going through my Tupperware/plastic drawer at home. Not sure why educators are so worried about tidying things up all the time. The children learn so much from turving things out of where they’re stored.</p>	
 <p>theorist and current research</p>	<p>Paulo Friere (1921-1997) says that children have a right to be heard and consulted. We see this when educators consider learning from the child’s perspective, and use critical reflection to make curriculum decisions.</p>	

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Week 4, 22-26 February 2021- 1.1.2 Child-centred

1.1.2 Child-centred

Week 4 – 22.2.2021
Monday to Friday



Complete your QIP

The information you write below can go directly into your QIP or Self-Assessment Tool (SAT) (NSW ONLY)

Instructions

For a MEETING QIP and Self-Assessment Tool (SAT)	For Exceeding the QIP and Self-Assessment Tool (SAT)
<i>Give an example of a recent activity where you used a child's culture in the program (remember culture is not just different nationalities)</i>	<i>How do the curriculum decisions you make support Element 1.1.2 connect to the service philosophy?</i>
<i>Give an example of a time recently where you talked with a child/children for a sustained period of time, paying close attention to what they were saying or doing.</i>	<i>How do you ensure the program considers the circumstances of every child ie how do you meet Element 1.1.2 for every child?</i>
<i>Give an example of a time recently where you changed the room routine/activity schedule so children could continue with an activity they did not want to stop?</i>	<i>Give an example of a time recently where you engaged with a child's family or community to develop a child-centred program.</i>
If you cannot answer these questions above the you are not meeting. This means you need to create an improvement plan and make changes to your practice	If you cannot answer these questions above the you are not exceeding. This means you need to create an improvement plan and make changes to your practice

Week 4, 22-26 February 2021- 1.1.2 Child-centred

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Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If you embed all the things in the checklist, then you are meeting the Element 1.1.2. If there's something on the checklist that you're not doing, then you need to either adjust your practice to do it, or ask for help and training to do what's on the checklist ie work with your educational leader or room leader who should teach/coach you how to do it.

The checklist keys to use.

E = Embedded I do that **ALL** the time

K = I **know** I need to do that, but I don't do it all the time

T = Please **teach** me how to do it or improve my understanding of why I need to do it.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

	ED1	ED2	ED3	ED4	ED5
Communication					
Do you regularly ask families to share their child's interests, strengths and needs?					
Do you regularly talk to each child about their favourite activities, books, characters, music etc?					
Do you often talk with children in a two way conversation for sustained periods of time eg at meal times or when documenting learning with children?					
Curriculum					
Do you plan the curriculum using what you have learnt about children's interests, strengths and needs?					
Is most of your curriculum related to each child's interests, strengths, needs, culture and daily lives eg their relationships and interactions and not what you think they should find interesting?					
If you don't know much about a particular child's interest do you collaborate with children to research and investigate the topic?					
Do you go on excursions to extend learning about interest areas or what's in the community?					
Do you listen to children's ideas and suggestions about activities or how they could be implemented?					
Do you often change what you planned based on feedback from children?					
Are you careful not to shut learning down because it's too messy, too hard or you prefer another activity?					
Do you encourage children to initiate, join in and continue with activities involving creativity, imagination, problem solving, investigation etc?					
Do you allow and encourage learning from a single interest to extend and grow over several days or weeks?					
Do you regularly offer children extended periods of uninterrupted play/activities?					
Practice					
Is the routine flexible, so that if children are engrossed in an activity or play, you don't automatically end the session just because the routine says it's time to move on?					

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Do you join in children's play enthusiastically when they invite you to eg directly or through their interactions and conversation?					
Do your actions and words show children you think they're capable and competent eg you encourage them to try new skills even if you think they may fail?					
Do you adjust your teaching methods to take account of each child's learning style and temperament?					

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