



Case Study



Community



Theory

Critical  
ReflectionComplete  
QIP

## Educators

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.

### Case Study - Critical Reflection

After critically reflecting upon the element educators at a Centre understood that element 1.1.1 has five different sections that directly link to the MTOP Learning Outcomes:

*Helping each child:*

1. *build a strong sense of identity*
2. *connect with and contribute to their community*
3. *develop a strong sense of wellbeing*
4. *become a confident and involved learner*
5. *become an effective communicator.*

### Action from critical reflection

A service looked at each section and went back to the original documents to see what they were trying to say, and how this made sense when working with children.

#### 1. *Helping each child build a strong sense of identity*

MTOP says "As children participate in everyday life, they develop interests **and construct their own identities** and understandings of the world. As children transition to school their social worlds expand to include a wider range of relationships

particularly with children of a similar age. Children's learning in school age care settings complements their learning at home and at school."

The first thing the service started to think about was how each child's unique identity has formed. This led to a home visit to see how the family influence would be shaping the child's identity.

### Home visits to discover a child's identity

Matt and Lucy visited Jayden's house where they discovered he loves Pokemon and Bakugan. Jayden's mum loves to cook, and he loves to help. Jayden has a pet dog called Lucy, and they play chasing games together in the back yard. Knowing about the dog Lucy was interesting as the educators now thought Jayden had an instant connection to educator Lucy because of her name. Jayden has two large fish tanks with different species in them. He has a large back yard that he runs around a lot in, and where he lines up his many soccer balls to kick one at a time. Jayden was very keen to show us how to prime the mower with fuel before starting. His mum has many pot plants where he likes to look for bugs, insects and especially spiders.

Jayden's behaviour now made sense to educators as they reflected after the visit. Jayden's home life has influenced the way he has constructed his identity. He was initially perceived as a little difficult as he has a lot of energy, is always on the move and is not really interested in what the educators had planned for him. This has now been placed in context. Jayden's behaviour at the service is just an extension of how he interacts and plays as an only child of older parents in his own house. We as educators are the ones who need to change to allow for Jayden's expression of his identity.

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You may only hear snippets about a child's life when they're at the service, but after reading about Jayden, what don't you know about your children's home life and the way it shapes their identity?

## **2. Helping each child connect with and contribute to their community**

Reflecting upon this a service thought about how little they actually use the community for learning, then decided to conduct walking excursions every single day into the community to see what learning outcomes they could enhance.

Nikki and Zack often take their children out into the community. For example they regularly visit the local park where they've observed community groups engaged in tai-chi exercises, outdoor fitness classes, and environmental clean-ups. This sparked children's ideas and enthusiasm to implement their own clean-up activities – like our recent visit to the local sports field where children decided they wanted to collect the litter lying around. Educators suggested children might need to wear gloves and that we could organise a clean-up on our next visit. Educators and children then worked together to complete a risk assessment and work out the steps they should take to implement the clean-up.



Both Nikki and Zack see these simple excursions into the community as the best way to enhance children's

learning, meet the MTOP learning outcomes and this part of element 1.1.1.

Compared to the above learning story where is your practice and what steps would you need to take to enhance the children's learning using the community?

## **3. Helping each child develop a strong sense of wellbeing**

Johnise reflected upon this part of the element as she started to notice a marked difference in Ellie's behaviour after she had weekend visits with the parent she doesn't live with during the week. Johnise was concerned that after the visits Ellie's behaviour was not matching what the MTOP was describing for wellbeing. For example Ellie wasn't trusting Johnise, or coping with transitions during the day. She didn't speak much after the weekend visit and became easily distressed, with her behaviour quickly escalating to an unsafe level. Guided by the MTOP Johnise selected a few indicators from the right hand side (educators') of the Learning Outcomes including:

- show care, understanding and respect for all children
- welcome children and families sharing aspects of their culture and spiritual lives.

### **Johnise's practice**

Ellie was upset and didn't want to join in with the usual morning activities, so this afternoon educator Johnise set up a camping experience to extend upon Ellie's weekends with her family. It took a little while to encourage Ellie over to the newly created campfire, but when there and settled Ellie and her friends pretended to be cooking on a campfire with a big pot. Michael and Sophie joined in by helping Ellie put food into the pot and find sticks to mix it with. "What are you cooking?" Johnise asked sitting down on the log to join in. "Dinner" replied Ellie. "Some for you, some

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for you and some for you,” Ellie said as she handed each person their ‘food’, “yummy.”

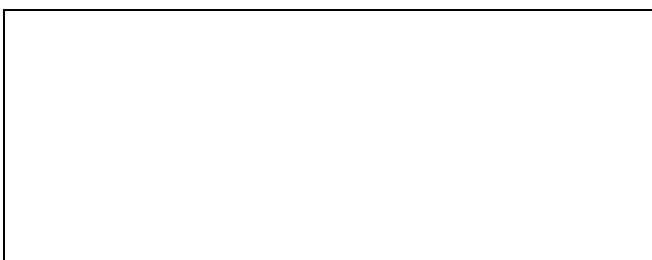


This simple play experience set up to extend upon the child’s enjoyment of camping and fishing with her parent allowed Johnise to again use the MTOP practice indicators for educators. Johnise used:

- discuss emotions, responses to events, emotional regulation and self-control.

This camping and cooking experience allowed Ellie and Johnise to have a conversation about what emotions she was experiencing and how Johnise could help, which included lots of hugs, ringing the weekend parent during the week for a chat during the day and basically establishing more communication between the two family members which in turned facilitated Ellie’s wellbeing.

Give an example of how you have developed a strong sense of wellbeing for your children.



#### 4. Helping each child become a confident and involved learner

Educator Nikki explored what the MTOP was saying about this part of Element 1.1.1. What stood out for Nikki was this statement in the learning outcome:



“Children use processes such as exploration, collaboration and problem solving across all aspects of curriculum. Developing dispositions such as curiosity, persistence and creativity enables children to participate in and gain from learning.”

Nikki decided the loose parts play she has collected from families and local business really represents this part and can be summed up with just a photo.

Also see the photo below that shows children’s curiosity about this text in the community and transferred to another setting.

“Effective learners are also able to transfer and adapt what they have learned from one context to another and to locate and use resources for their own means,” MTOP.



Give an example of how you have facilitated experiences that ensure children are confident involved learners.

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### **5. Helping each child become an effective communicator**

MTOP says "As children transition to school their social worlds expand to include a wider range of relationships particularly with children of a similar age." It's during the school years that parents and teachers may notice children developing a new language which they use to communicate effectively with their peers, and often to reinforce their membership of particular groups.

Here are some of the words children may use, particularly those with older siblings:

**Beef:** When you have a problem with someone. "He's got beef with me."

**Boomer:** As in "baby boomer" but now used to describe anyone of their parents' age. An insult. A teen will utter "Ok Boomer" to just about anything you say.

**Cap:** A lie. - **No cap:** No lie or the truth. "He went to the movies with her." "No cap?". "Yeah, cap".

**Chill:** short for "Chill out" "I will in a minute Just chill."

**Cringe:** Bad or embarrassing. "That's so cringe."

**Cut:** When you are upset about something. "I was cut because she didn't reply to my message."

**GOAT:** Greatest Of All Time. Formerly used about sportspeople, but now used to describe anyone good at something.

**Gun:** Describes someone who is really good at something. "He was gun."

**Salty:** Annoyed, bitter. "He was salty."

**Tea:** These are the facts. As in "Spill the tea". Give me the facts.

**Thirsty:** Trying too hard. Desperate. "How thirsty is he?"

**Trash:** When someone is speaking bad about you. "He talked trash about me."

As educators we need to recognise this as a legitimate form of communication and understand its role in children's wellbeing and identity. What other words have you heard children use? How could your understanding of this 'language' help achieve learning outcomes?



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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:

- What is identity and how do you help children build a strong identity?
- How might you help children connect with their community in a socially responsible way?
- What do we mean when we talk about wellbeing and how do educators promote this?

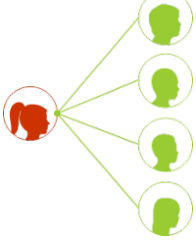
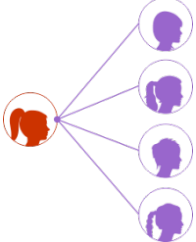
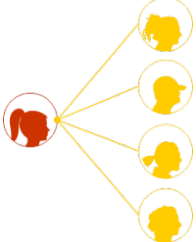
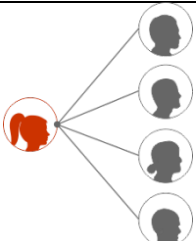
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p><b>a child</b></p>		
 <p><b>an educator</b></p>		
 <p><b>your families</b></p>		
 <p><b>theorist and current research</b></p>		

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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:

- What is identity and how do you help children build a strong identity?
- How might you help children connect with their community in a socially responsible way?
- What do we mean when we talk about wellbeing and how do educators promote this? (example below and in QIP Improvement example)

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p><b>a child</b></p>	<p>Sometimes I just need a break from the other kids, the group activities, the conversations, teacher’s questions.... I’m not sure teachers understand. They think I’m sad or shy or being ‘difficult.’ (Jeremiah)</p>	
 <p><b>an educator</b></p>	<p>I’ve noticed Jeremiah playing on his own. Maybe he’s bored with the activities we’re doing, or shy, or unsure how to make friends or.....? I should probably speak with Jeremiah, as well as his parents to find out what he’s like at home, or whether he’s got interests I’m not aware of.</p>	<p>Following conversations with Jeremiah and his mum I can see he probably needs more quiet time than we’re currently allowing for in the program. I’m going to organise some indoor areas where he can go and ‘chill’ for 5 or so minutes whenever he likes eg indoor tepee as long as he lets an educator know. I’m also going to try and help him find a ‘best friend’ and organise activities they both like to share.</p>
 <p><b>your families</b></p>	<p>I’m a bit worried Jeremiah might not join in a lot with the other kids. He can be a bit of a loner sometimes. I’m not sure what’s going on there really. (Jeremiah’s mum)</p>	
 <p><b>theorist and current research</b></p>	<p>Friere is an example of a ‘critical theorist’. They believe children are born with rights, including the right to be consulted, heard and listened to in matters that affect them.”</p>	

**Week 6, 8-12 March 2021- 1.1.1 Approved learning framework**

# 1.1.1 Approved learning framework

Week 6 – 8.3.2021  
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 <b>MEETING</b> QIP and Self-Assessment Tool (SAT)	For <b>Exceeding</b> the QIP and Self-Assessment Tool (SAT)
<i>Give an example of a recent activity you implemented where children explored aspects of their identity through role play.</i>	<i>Give an example of how you work collaboratively with educators and the Educational Leader to implement a curriculum that consistently enhances each child's learning, development and wellbeing.</i>
<i>Give an example of a time recently where your children investigated, imagined and/or explored during their play.</i>	<i>Give an example of how your individual or team reflections have resulted in an improved program (Used for QIP Strength example)</i>
<i>Give an example of a recent activity you implemented where children used various media to research and express their ideas.</i>	<i>Give an example of how you regularly connect with children's families or community in ways that let you build strong connections between children and their community.</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

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Week 6 – 8.3.2021  
Monday to Friday



## 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 1.1.1. 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
<b>Curriculum</b>					
Would visitors see your children behaving in ways and engaged in activities that meet learning outcome indicators eg children expressing opinions and emotions, making choices, solving problems, collaborating with others, displaying curiosity and enthusiasm, using play to investigate, imagine, build and identity, and learning and practicing new skills?					
Would visitors see you implementing activities that encourage each child to investigate ideas (including more complex topics) and contribute their suggestions/hypotheses/knowledge etc eg activities that involve or extend learning about literacy, numeracy, science, symbols, creative arts, environment?					
Would visitors see you extending children's communication eg implementing activities that build language (including languages used at home), providing access to a range of media (including print displays and books) and encouraging children to engage in meaningful conversations/interactions with their friends or teachers?					
If working with young children, would visitors see you responding to their cues and signals and interacting with them one-on-one during routines/activities?					
If working with older children, would visitors see you including children's diverse lifestyles, views and knowledge, and encouraging them to help plan and lead the program?					
Can you confidently explain how the service philosophy guides your programming decisions?					

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