



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 EYLF 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*

The EYLF says, "*Children learn about themselves and construct their own identity within the context of their families and communities. This includes their relationships with people, places and things and the*

actions and responses of others. Identity is not fixed. It is shaped by experiences".

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.

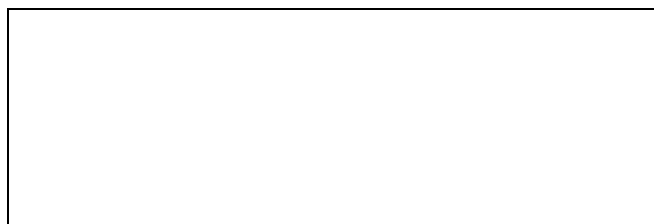
Home visits to discover a child's identity

Matt and Lucy visited Jayden's house where they discovered he has a large tiger soft toy, and a teddy bear that is special because his grandmother gave it to him. 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. He has his own toy lawn mower that he follows dad with when they mow the lawn. 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.

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.

Every single day Nikki and Zack take their children out into the community with a monthly goal. For February, the goal was exploring the different ways text was used. The results have amazed everyone. First, they started identifying business logos, then street signs and the way they worked. This has led to letter recognition, with children starting to identify the letters in their name. The children have become very curious to know more and can identify many letters on their belongings like their bag, shoes and hats. Children have asked the educators to help spell out the words on their belongings. When the educators read a book, they always touch the words on the cover title of the book and say them. Every day the educators read poetry to the children and add new poems which are based on the children’s interest. The children have memorised lines and whole poems and try to connect the words to the poem as they read them. Children conduct their own group time and copy the educators, including pointing out the words on the cover of the book. The children now conduct group times with younger children. They’re even writing letters to residents of a local retirement home.

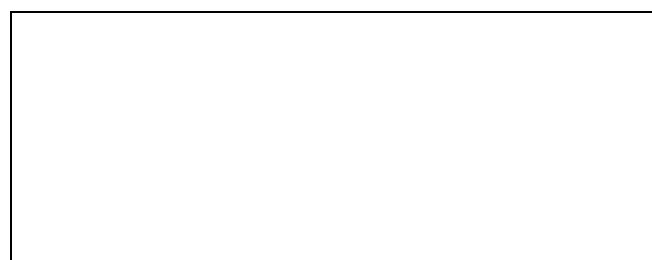
Parents come in every day with a new story of how their child has become so curious about how symbols and text work that a simple drive home becomes a “stop mum, a new sign, take a picture so I can show Miss Nikki,” or a simple walk around their neighbourhood now sees the children stop at every place they can identify text and ask how it works.



Basically, in the space of a month the children have become so curious about how letters make words and words make sentences they have a desire to learn how to read with NO DIRECT INSTRUCTION in the same way

schools like to teach. All Nikki and Zack did was go on the same walking excursion around the block every day and point out and discuss at length how signs and logos work. A month on and the children continue to discover more and more text, like the word ‘WARNING’ written in red capitals which has projected the learning into a new direction. Both Nikki and Zack see these simple everyday excursions into the community as the best way to enhance children’s learning, meet the EYLF 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

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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 EYLF 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 EYLF Johnise selected a few indicators from the right hand side (educators') of the Learning Outcomes including:

- show genuine affection, 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 morning educator Johnise set up a camping experience to extend upon Ivy'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 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

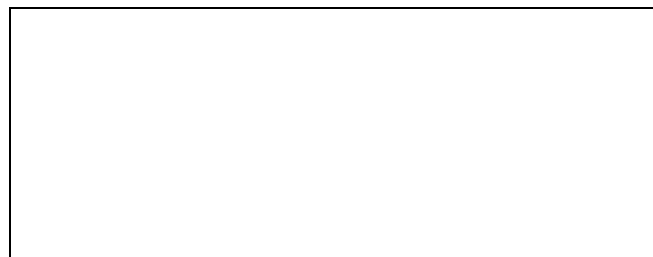
EYLF practice indicators for educators. Johnise used:

- talk with children about their emotions and responses to events with a view to supporting

their understandings of 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 EYLF 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.

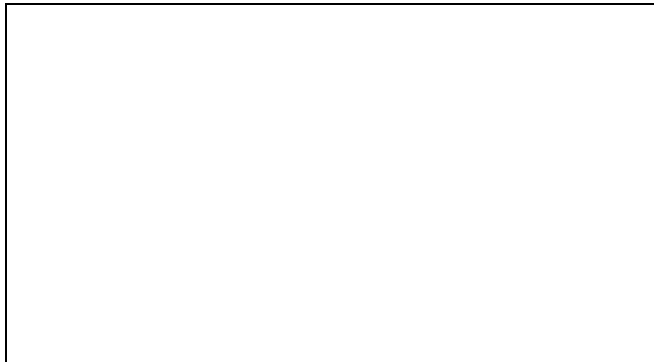
Also see the photo below that shows children's curiosity about this text in the community and transferred to another setting.

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“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 learning,” EYLF.



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



5. Helping each child become an effective communicator



Last week we implemented a new way of enjoying our mealtimes into our routine, challenging the concepts of early communication. Matt suggested placing the babies’ highchairs in groups. This idea came about after reflecting on Jane Selby and Ben Bradley’s

research where children were grouped together in strollers without adults to prove we as humans are born to belong, function and communicate as a group. These children happily interacted with each other.

Educators’ observation and comments

Iris and Amelia confidently showed their ability in their verbal and nonverbal language as they happily tapped their hands on their highchairs, babbling to one another. Queenie watched the girls before beginning to babble back with a big smile, showing her confidence in sharing her learning and pleasure with others.

First, educators noticed the babies using intricate communication methods that did not require words. Group leaders and entertainers emerge,. The babies’ confidence grew and they tried new foods as other group members were eating it.

In contrary to the NQS, the babies did not require adult interactions as they were happily interacting with other group members. These types of groups are now the normal practice in the room. The children sit and interact with each other for extended periods of time that can last up to 25 minutes with no educator interference required.

Effective communication is not just talking, but as shown above, all the wonderful non-verbal communication that occurs, no matter what age group you work with. Start noticing this and describe below some of the more unexpected forms of communication children use in your setting.



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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?

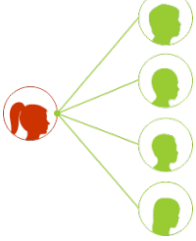
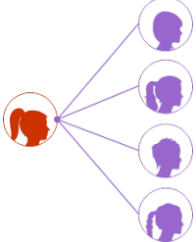
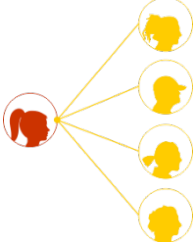
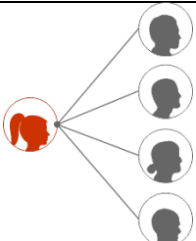
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>		
 <p>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		

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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>a child</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>an educator</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>your families</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>theorist and current research</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>	

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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 MEETING QIP and Self-Assessment Tool (SAT)	For Exceeding 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
Curriculum					
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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