



## Educational Leader

*Families are informed about the program and their child's progress.*

A service reviewed what the NQF Guide said about element 1.3.3. and understood families must be included in decision-making about their child's learning and information provided by the service must:

- be accessible, meaningful and useful
- show children's participation in the program and progress towards learning outcomes
- be shared verbally and through written documentation.

This week we're exploring what's known as the Six C's. These are inter-related skills which reinforce the idea of learning as a social, relationship-oriented process. See the connection here with the EYLF and MTOP which are relationship based learning frameworks? The Six 'C's work in a hierarchy ie you have to start at the first C before you can achieve the second C and so on.

The 6 C's are:

1. **Collaboration** – eg getting along with others, self-regulation
2. **Communication** – need others to speak, write, read, listen with
3. **Content** – need information to use in communication
4. **Critical thinking** – about the content
5. **Creative innovation** – making something new once when you know something well
6. **Confidence** – to take risks

Two academics argue that for each 'C' there are four levels of development. With the Critical Thinking 'C' for example:

Level 1 – we believe what we're told

Level 2 – we understand there are multiple points of view

Level 3 – we have opinions eg 'they say...'

Level 4 – we talk about evidence, science etc.

When educators take this approach with children's learning, they will answer children's questions and teach them in ways that help them move through the four levels eg if children see someone changing a tyre educators might ask, "What do you think that person is doing?" How do we know that? Why does the person need to change the tyre? What could have happened to the tyre? Do you think the car needs a new tyre? Could the old tyre be fixed? Let's ask Miss Angie what she thinks....."

See the article [How to Raise Brilliant Children, According to Science](#) or the Book 'Becoming Brilliant: What Science Tells Us About raising Successful Children' for more information.

How could educators use the 'Six C's' framework when sharing information with families or discussing the relationship-based MTOP?

### Week 20, 28 June - 2 July 2021- 1.3.3 Information for families

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## Bush Play Policy

- Educators promote children’s learning through a flexible program of off-site, child-led activities and play which promote children’s confidence, self-esteem and independence
- Program will include some dangerous elements which do not pose an unacceptable risk to children
- Program may take place in all weather conditions which are not hazardous.
- The Nominated Supervisor and educators will consider a range of issues listed in the policy when selecting a suitable site and conducting risk assessments for excursions to the site eg setting clear safety rules and boundaries with children, and educator to child ratios and any additional adults required, delivery and collection arrangements at site, and emergency and evacuation procedures at site
- Consultations with families about Bush Play programs will cover relevant issues including delivery and collection arrangements, emergency procedures and clothing requirements
- Excursion to Bush Play site must be authorised by parents/guardians

Do you have any feedback or comments about this policy? Please include below.

Educator’s Name	Educator’s Signature