



Case Study



Community



Theory



Critical Reflection



Complete QIP



Educators

Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

A service reviewed what the NQF Guide said about element 1.2.3 and understood educators must recognise children's capabilities, and support and encourage children to:

1. make choices which support their own wellbeing and that of others
2. choose, plan for and help set up play experiences and activities
3. develop skills in assessing risk.

Action from critical reflection – identified practice meeting the element description.

When you pull the element apart you can see how wonderful everyday interactions are and how they easily demonstrate the element's requirements. You need to be able to show this in your curriculum for A&R.

Children making choices which support their own wellbeing and that of others

Educator Chris identified Hamish was a little upset after collecting him from school and started to talk to him about what was upsetting him and what he could do. Hudson from year two overheard the conversation and showed sympathy and care for him by saying, "I can be Hamish's buddy and wait for him before we go over to OSHC," then giving Hamish a reassuring smile and pat on the shoulder.

Children making choices which support their own wellbeing and that of others

During sports Skylar was trying to set up a soccer net and was having some trouble, "I can't get it Johnise" Skylar stated as she tried to place the poles together. "Do you need some help?" Gracie asked, showing she can 'read' the behaviours and signs of others and respond appropriately. "Yes please" Skylar responded. Both girls worked together to successfully put the net together.



Children request where they want to go on their daily excursions

Tuesday - today on our daily neighbourhood walk the children requested to visit the pond hoping to see the ducks as they were hiding yesterday. "The duck is hiding in the grass" Toby stated. "They are looking for food there" replied Leo. "I think they are hiding from us because we are loud" Toby responded confidently.

Children request to practice building Lego for the upcoming local show competition

Wednesday – Harrison requested to practice building Lego as he was going to enter the local show's Lego building competition. Educator Nikki asked if he knew the rules and time limit, but Harrison was a little

Week 12, 3 May - 7 May 2021- 1.2.3 Child directed learning

unsure. Eve said “we could look it up on the internet and proceeded to use her phone, quickly finding the page. Nikki assisted the children to call Simon and get further details.



Children develop skills in assessing risk.

The children assisted in setting up an obstacle course to engage in activities that require gross motor and physical skills as well as negotiating risk. The children taught each other many techniques and strategies to complete the course. “You have to get low” Gracie explained as crossed the ‘bridge’. “Then you need to jump over the purple ladder in one go”.

Theory - Risky play is important.

‘Risky play’ provides opportunities for challenge, testing limits, exploring boundaries, and learning about risk (Ball, 2002; Little & Wyver, 2008). It is part of normal development and is essential for fostering children’s self-esteem, confidence, independence, optimal health and development. Children naturally seek challenge and take risks as they expand their world view, develop an understanding of themselves and others, and try to gain competency in a vast range of skills. Greenfield (2004) found that four year old children favour activities which involve ‘risk, speed, excitement, thrills, uncertainty and challenge’. Sandseter (2007) identified six categories of risky play: height, speed, rough and tumble play, dangerous tools that could cause injury, dangerous physical elements where children could fall, and secluded play where children could ‘disappear or get lost.’ Overcoming fear and feeling ‘out of control’ was a significant part of the play.

Week 12, 3 May - 7 May 2021- 1.2.3 Child directed learning

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Critical Reflection - Are you really following the child’s interest - What do Children Want?

Research shows that children have specific and consistent ideas about what the outside environments should offer. They want physical challenges, they like to explore things, they want to socialise with others, they like to create or find a nest for themselves, and they enjoy beautiful things. Children want:

- Climbing trees
- Challenging play equipment
- Speeding down a hill on a bike (age 5)
- Bumping into others on the swings (4 years)
- Turning very fast on carousels (4 years)
- Climbing wall (age 7)
- Ghost room
- Water slide and water play
- Bigger hills to slide down (primary)
- Shelter from the weather (age 9)
- Fences around dangerous areas like drainage ditches

Children want to:

- play with/in water/snow/ice, sand, mud, leaves, sticks, branches, puddles
- create dams, bridges with natural materials
- interact with animals and plants eg picking leaves or berries
- investigate small creatures and insects/bugs (preschool) eg snail club (age 7)
- collect insects, flowers, shells
- build things out of wood (age 7)

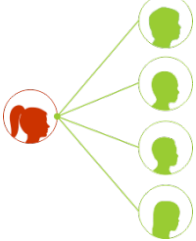
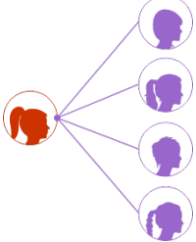
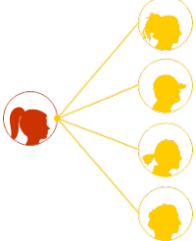
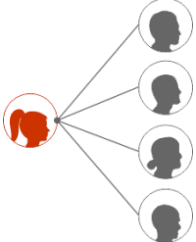
Being in contact with others - Children want to interact with other children and adults in the outside environment. Good places for communication are important.

Nests - Children want to make certain places their own where they can relax alone or with friends without interruption. These can be ‘hiding’ places like tepees, U shaped spaces, tall grass or areas that let children get an overview of their surroundings, like the top of a hill.



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:

- Could you improve the way you respond to children’s ideas and suggestions? (*example below and in QIP Improvement example*)
- Could you improve the way you support children to assess and manage risk?
- Could you write children’s learning documentation in a better way so there’s (more) evidence of how you meet element 1.2.3?

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>“I want to make a time capsule. How cool would that be.” (Shannon)</p>	<p>The Educational Leader observed this interaction and later discussed with Miss Miley that not acknowledging Shannon’s choice or decision to make a time capsule did not encourage him to direct his own learning, and was contrary to element 1.2.3.</p>
 <p>an educator</p>	<p>“That would be cool. Now can you help me get move all this stuff for our obstacle course over here please.” (Miss Miley)</p>	<p>The EL and Miss Miley agreed it would be better to:</p> <ul style="list-style-type: none"> • implement a flexible program where possible eg talk with the children about prioritising the time capsule or obstacle course, or
 <p>your families</p>	<p>I know Shannon is fixated on making a time capsule. I think that would be a great activity for the service to do. I bet lots of children would love it. Not sure why educators seem to be resisting it.” (Shannon’s dad)</p>	<ul style="list-style-type: none"> • talk to Shannon while moving the obstacle course equipment about planning the time capsule activity.
 <p>theorist and current research</p>	<p>An element of Attachment Theory is ‘attunement.’ “Attunement describes how reactive a person is to another’s emotional needs and moods. A person who is well attuned will respond with appropriate language and behaviors based on another person’s emotional state.” or as described in the MTOP “Attunement includes the alignment of states of mind in moments of engagement, during which affect is communicated with facial expression, vocalisations, body gestures and eye contact”. (Siegel, 1999).</p>	

Week 12, 3 May - 7 May 2021- 1.2.3 Child directed learning



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 <p>your families</p>		
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Week 12, 3 May - 7 May 2021- 1.2.3 Child directed learning



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>Please give a recent example of your children planning and setting up and activity they've chosen to implement.</i>	<i>Please give an example of the way all educators consistently promote children's agency (ie ability to make and implement choices and decisions.) (Used for QIP Strength example).</i>
<i>Please explain how you ensure all children are given opportunities to lead activities.</i>	<i>Please give an example of changes made in practice to support children's agency (ie ability to make and implement choices and decisions.)</i>
<i>Please give a recent example of the way you supported children to manage their behaviours, and express their feelings and ideas, as they interacted and collaborated with their peers.</i>	<i>Please give an example showing how you actively seek out and use the voices, and views of children during sessions.</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 12, 3 May - 7 May 2021- 1.2.3 Child directed learning

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Checklist

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 1.2.3. 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	

Decision making	ED1	ED2	ED3	ED4	ED5
Do you arrange activities, routines and the environment so children can choose, plan for and help set up play experiences and activities?					
Do you encourage children to make choices and decisions about things that affect them?					
Do you implement children's ideas and decisions?					
Do you encourage children to act independently (eg initiate and extend their own play) both individually and with their peers?					
Do you provide children with leadership opportunities?					
Do you support children to understand and manage their behaviours, and express their feelings and ideas, as they interact and collaborate with others?					
Do you actively support children's attempts to gain new skills and knowledge?					
Do you help children explore different identities and points of view?					
Do you support children to assess and manage risk?					
Does your learning documentation show evidence of the above?					

Week 12, 3 May - 7 May 2021- 1.2.3 Child directed learning