



Case Study



Community



Theory

Critical
ReflectionComplete
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.

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

Miss Maddi was comforting Hamish when Hudson showed sympathy and care for him by giving him a cuddle. Miss Maddi then asked Hudson "How else can we comfort our friends?" Hudson then crawled back and give Hamish a small kiss on the forehead.

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

During rest time Skylar was packing away her bed but was having some trouble taking her sheet off. "I can't get it Johnise" Skylar stated as she tried to take her sheet off the bed. "Do you need some help?" Gracie



asked, showing she can 'read' the behaviours and signs of others and respond appropriately. "Yes please" Skylar responded. After they removed the sheet Gracie helped Skylar to fold it.

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.



Wednesday - today on our walk the children decided to take their Rhymes & Poems folder. "I want to read," Gracie stated. Gracie sat in front of a group of her friends and began to flip through the folder. As she turned the page, a picture of Humpty Dumpty was

portrayed. "Humpty Dumpty sat on the wall" Gracie began to sing. "Sing with me" she said to her friends.

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

4–5-year-old children developing concepts of self-directed learning.

Billy confidently ran a very successful Group Time before afternoon tea. Throughout the group time, our friends all showed Billy respect as they participated in the group experience.

Billy began by confidently recalling some of the rhymes followed by 'reading' Where Is The Green Sheep & finished with some songs!



Children develop skills in assessing risk.

The Junior Preschool 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 she 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

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where children could 'disappear or get lost.'

Overcoming fear and feeling 'out of control' was a significant part of the play.

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)

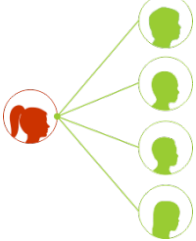
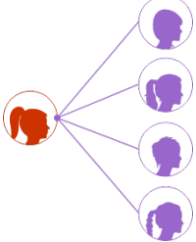
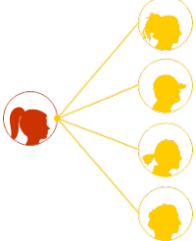
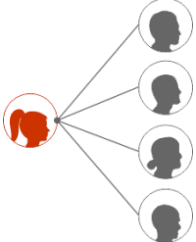
Being in contact with others - Children want to interact with other children and adults in the outside environment. Good places for communication are important. Preschool children especially want adults to join in their play.

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>Baby Emma crawled to where we keep our bubble solution, reaching out to try and grasp it.</p>	<p>The RL observed this interaction and later discussed with Miss Miley that not acknowledging Emma’s choice or decision to play with the bubble mixture did not encourage Emma to direct her own learning, and was contrary to element 1.2.3.</p> <p>RL and Miss Miley agreed it would be better to:</p> <ul style="list-style-type: none"> • implement a flexible program and routines where possible eg play with the bubbles before changing the nappy, or • talk to baby Emma while changing her dirty nappy about playing with the bubbles after the nappy change.
 <p>an educator</p>	<p>Miss Miley says to Emma “It’s nappy change time. Let’s go and make you more comfortable.”</p>	
 <p>your families</p>	<p>“I know Emma can’t hold a conversation, but she makes her wishes known if you take the time to notice.”</p>	
 <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 EYLF “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



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?
- 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>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		

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 throughout the day.</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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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

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