



Educators - Babies

Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.

A service reviewed what the NQF Guide said about element 1.2.2 and broke it down into its subsections to see what the element was asking educators to do in relation to **planning and creating the curriculum**:

- respond to children's ideas
- extend children's ideas
- use open ended questions
- use children's feedback

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

Do you regularly do the following? How?

1. Respond to children's ideas to create the curriculum
2. Extend children's ideas to create curriculum
3. Use open ended questions to gain curriculum ideas from children
4. Use children's feedback to create curriculum ideas?

Here is an example from a babies room that covers all the above points. The documentation is a part of their program displayed for parents, placed on closed Facebook groups and printed for the children's portfolios.

Monday May 3, 2021.

Haley invited Harper, Alex, Kaden & Mackenna to join her for some Mother's Day craft this morning which very quickly took a messy play turn. Alex initiated this messy play as he scooped the paint up before



clenching his fist together and watching the paint ooze between his fingers. Haley and Georgie rolled with this learning experience by allowing Alex to continue initiating and contributing to play experiences emerging from his ideas.

Harper, Kaden and Mackenna followed Alex's lead and joined in the messy fun while Haley modelled inquiry processes, including wonder, curiosity and imagination, trying new ideas and taking on challenges. (LO: 4.1). "Oh wow, how does the paint feel in between your fingers?" "What happens when we mix these two colours over here on the floor?" asked Haley. "All the colours mixed together are making a light grey-type colour aren't they" explained

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Haley. (3 - Use open ended questions to gain curriculum ideas from children)

The children continued to explore their sensory abilities as they scooped the paint, rubbed it onto the floor and of course their bodies. Luckily, Haley and Georgie thought ahead by cranking up the heater and stripping the babies down to their nappies before this experience. Although messy, it was super fun and also so rewarding to watch the joy in the children's eyes as they used their sensory capabilities and dispositions with increasing integration, skill and purpose to explore and respond to their world.

Harper, Alex and Mackenna spent some time crawling through the paint as well with Haley sitting close by, making sure to keep them all safe from any bumps and bruises as they tested and engaged in increasingly complex sensory motor skills and movement patterns (LO: 3.2). Crawling through the paint was tricky and super slippery which required all three children to combine delicate gross and fine motor movement and balance to achieve increasingly complex patterns of activity (LO: 3.2). Meanwhile, Kaden and Chloe were happy to remain seated beside Haley as they continued to explore their senses.

As we can see from these fun images, there were some attempts to eat the paint as the children's ideas emerged to explore this side of sensory play, though with quick redirection from Haley and Georgie, the children went back to painting themselves and the floor. (Please note Haley's comments that alleviate parents' fears)

We are working on sourcing a sensory table with trays to explore all kinds of messy play in our room, and we can't wait to start seeing it all come together because we're going to have so much fun! This will mean that the children will be provided with more sensory and exploratory experiences with natural and processed materials (LO: 4.4) as they further use their senses to explore natural and built environments (LO: 4.4), all while experiencing the benefits and pleasures of shared learning exploration (4 - Use children's feedback to create curriculum ideas)

Note point 1 - Respond to children's ideas to create the curriculum - did not occur as it was a planned Mother's Day activity. However this point occurred at

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the end and combined with point 4 - Use children's feedback to create curriculum ideas.

Tuesday May 4, 2021.

To extend upon yesterday's messy play experience Haley invited the children over to have a look and explore what she had placed into our messy play tray. "Woah, come and have a look at what I have babies." "I mixed together some flour and vegetable oil and it made some fun dough that we can play with" explained Haley with an inviting smile. (2 - Extend children's ideas to create curriculum)

This encouraged the children to join Haley as they followed and extended their own interests with enthusiasm, energy and concentration (LO: 4.1), and further engaged in messy play experience while they explored their senses.

Haley's plan for this experience was to provide babies and toddlers with resources that offer challenge, intrigue and surprise, support their investigations and share their enjoyment (LO: 4.2) which is what happened.

Kaden showed so much excitement during this time as he looked at Haley with surprise, happiness and joy before beginning to dig into the cloud dough and enjoy the messy fun. Kaden didn't hesitate at all before diving into this experience which showed he is open to new challenges and discoveries (LO: 1.2). Kaden picked up the dough with a smile before clapping his hands together, noticing the cloud dough spreading further.

Mackenna wasn't too impressed with the idea of the cloud dough at first. Communicating her need for comfort and assistance (LO: 1.1) Mackenna reached her arms out for Ruby. Ruby took Mackenna into her arms, acknowledging and responding sensitively to Mackenna's cues and signals (LO: 1.1). Ruby reassured Mackenna, telling her that it was okay. Once Mackenna was happy with her cuddle from Ruby and had calmed her worries about the experience, Ruby bunched a ball of the dough together and re-offered the experience to Mackenna.

Jackson and Hamish's experience with the dough resulted in them being covered from head to toe in white residue from the mixture!

As we can see from the photos, they really enjoyed their time as they used their sensory capabilities and dispositions with increasing integration, skill and purpose to explore and respond to their world. (LO: 3.2) Hamish explored through taste before Haley redirected him back to squishing the dough in his hands while Jackson enjoyed squishing the dough, rubbing it on his clothes and watching it fall. At one point, Hamish gracefully laid down and rolled over, stretching his arms and legs out before Haley joined in on his fun, encouraging him to wave his limbs about to create a “snow angel.” Hamish responded with a great big smile before posing for a picture.



Theory

Babies communicate very effectively from birth without words. They express themselves through sounds (crying, cooing, squealing), facial expressions (eye contact, smiling, grimacing) and gestures/body movements (moving legs in excitement or distress).

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How have you responded to children’s ideas to create the curriculum?

How have you extended children’s ideas to create curriculum?

How have you used open ended questions to gain curriculum ideas from children?

How have you used children’s feedback to create curriculum ideas?



Educators - Toddlers

Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.

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

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Educators Kate and Alithea set up the play experience to extend upon a child's interest in diggers and construction. The process allowed the educators to watch, join in and contribute to the play, but more importantly the children were able to show educators what they know, can do and understand about construction.



This in turn will allow

educators to plan and extend the children's knowledge in a meaningful way. (1 - Respond to children's ideas to create the curriculum)

Extending play in a meaningful way

Kate built on children's interest in the construction activities happening next to the service. Kate asked,

"Does anyone know what has to happen before construction begins on a building?"

The toddlers shrugged and some said "no." Kate showed them a video all about architects. "The buildings have to be designed first," she explained. "An architect is what we call a person who designs buildings." As the children watched the video their faces lit up with excitement and wonder! (3 - Use open ended questions to gain curriculum ideas from children)

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Liam expressed his desire to further his learning about architects. "Would you like to see some sketches done by architects Liam?" Kate asked. "Yes!" he replied. As they searched for sketches Liam picked the ones he wanted printed. Kate saw an opportunity to extend Liam's numeracy skills and asked, "What do you think these numbers mean?"



Liam shrugged and replied, "Don't know." "Well, they tell the builder how high to build the walls," said Kate. "Oh, very high!" he replied. "Do you think we could draw like an architect?" Kate asked. "Yeah!" Liam yelled as he fist pumped his hand in the air.

Kate handed him the sketch pad and placed the architect's drawings next to him. Kate drew the lounge room then Liam began by drawing the door for the lounge room. As he drew the different aspects of the house he referred back to the architect's drawing as a guide. [\(1 - Respond to children's ideas to create the curriculum\)](#)

One morning the toddlers followed on from their enjoyment of construction over the past week. Kate brought Liam's drawing over to a table with plasticine and small wooden sticks. Aiden, Liam, Harper, Lachlan, and Bronte were excited to

discover what Kate was doing. [\(3 - Use open ended questions to gain curriculum ideas from children\)](#)

They sat down at the table as Kate explained what the drawing was all about. "This is Liam's plan of a house. This is the lounge room and this over here is the door to the lounge room." She continued to explain the different aspects for the building as Liam relayed them to her the day before. "Do you think we could build some houses?" Kate asked "Yeah!" called Scarlett and Harper.

"Okay, so what do you think we need to build first?" Kate asked. (See how Kate is skillfully assessing the children's knowledge.)

"Roof!" called Liam. "Do you think a roof could stand all on its own?" Kate questioned.

"Nah" Liam replied with a smile on his face. Kate placed an architect's sketch of a house on the table and pointed at the walls of the house. "What do we need to build the roof so it has something to sit on?" she asked. "Wall!" shouted Harper. "Yes, that's right!" praised Kate.

The children used concentration and patience as they slowly placed their pieces of wood into the plasticine, making sure it resembled the house they were trying to build. Harper referred back to the picture every so often to make sure she was still on track.

"What part of house is this?" Kate asked as she pointed to one of the sticks Harper had placed on the outside of her plasticine. "Wall" Harper replied. "That's great Harper. What else do you think you need to build?" Kate asked. Harper glanced back at Liam's picture and laughed. "Door!" she giggled.

The houses look wonderful! We can't wait to discover what else we can discover about construction.

[\(2 -Extend children's ideas to create curriculum\)](#)

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Painting with a purpose



In the photos you can see how the educators skillfully explored and extended children's knowledge about architecture and design through a purposeful painting activity.

How have you extended children's ideas to create curriculum?

How have you used open ended questions to gain curriculum ideas from children?

How have you used children's feedback to create curriculum ideas?

Curriculum display

Here is a display of the learning and samples of documentation. Educators were able to show the parents what they had been learning about and invite them to assist in extending learning further. "Oh, that makes sense now," said a mother. "We have been talking about building a new house at home."



How have you responded to children's ideas to create the curriculum?

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Educators - Preschoolers

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To meet this element, try using a 'Child Conference' described by Alison Clark and Peter Moss in their book called the Mosaic Approach. Sit down with the children individually, ask the following questions then record their answers:

- Why do you come to school? (long day care/preschool but the children call it school)
- What do you like best?

- What don't you like about being here?
- Who are your favourite people?
- Who don't you like?
- What do the grown-ups do at school?
- What should the grown-ups do at your school?
- Where is your favourite place in the school?
- Which part of the school don't you like?
- What do you find difficult?
- What is the food like?
- What has been the best day at school?

Case study. Here are some very interesting answers to questions asked in a 'Child Conference.'

What do you like best?

Carter likes to climb in the babies' yard. "It's better."

What do our teachers do?

"Chelsea does curriculum, that's all, on computer all day"

What should she do?

"Build more, build more climbing stuff."

What don't you like about being here?

"Don't like playing in our room. Our room is a stinky stinker head"

"I get really angry when you stop me playing with my monster trucks."

What do you want to do?

"I want to do what I want."

"I want to play longer."

"My dad works outside in the rain on the farm. I want to play in the rain."

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To give the children more choice, get an 'A'-frame board and write down what the children want to do at the first early morning group time. This picture is the end

of the day where the choices are rubbed off when completed.

How have you responded to children's ideas to create the curriculum?

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How have you used children's feedback to create curriculum ideas?



We allowed children to choose the sequence of the day which included mud play in the very wet playground. Before they left the room, we went through the choices they were able to make and the rules, which included getting changed on their own and looking after their own clothing and

belongings if they get wet. This did not go as well as we hoped, but it's a skill that needs more practice before school.

The play that developed was calm, very engaging and children freely moved from indoor to outdoor with no issues. For the children that didn't want to get wet or play in the mud, they had many options, and this created a wonderful new friendship between Abby, Kyran, Hannah and Penny who wanted to play inside. Abby and Kyran continued to play together for an extended period of time.

Reflection


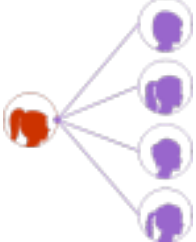


Not everything will go to plan. For example, the children will lose clothing, so we need to set rules and teach them how to put things back in their bag. They will make a mess in the bathroom, so again we need to teach them how to clean up after themselves.

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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:

- Do you make full use of ‘spontaneous teachable moments?’ (example below and in QIP Improvement example)
- How well do you notice and respond when children use what they’ve learned in new ways or different ways?
- Could you improve your response to children’s ideas when planning and creating the curriculum?

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 asked my friend to show me what was under her dress. She said she would if I showed her what I had down there. ‘Kaden’</p>	<p>The EL discussed the Traffic Light Guide to Sexual Behaviours with educators. They reflected together and agreed the behaviour was ‘green’ but socially unacceptable, and children needed to learn:</p> <ul style="list-style-type: none"> • to keep our hands to ourselves and not touching other people on the penis or vagina • to give our friends privacy when they go to the toilet • not to look in our friends’ undies or under their dresses • to say “stop, you are not allowed to touch me there” • to get a teacher immediately if someone tries to touch us on the penis or vagina, doesn’t give us privacy when using the toilet, or tries to look in our underpants or up our dress • about socially acceptable touching ie handshakes, holding hands on excursions, Covid elbow taps, cuddles from mum and dad. <p>Educators agreed to implement lesson plans with the EL’s help and to ask families in writing to assist.</p>
 <p>an educator</p>	<p>It’s so embarrassing and difficult talking to children about their genitals. I’m never sure if I’m saying the right thing.</p>	
 <p>your families</p>	<p>Kaden came home and said children were looking at and touching each other’s different parts. I was shocked and angry, and I’m emailing the Director right now.</p>	
 <p>theorist and current research</p>	<p>Socio-cultural theorists say learning is scaffolded by adults and peers, and planning is informed by children’s social and cultural contexts.</p> <p>Source: The Educators’ Guide to the EYLF</p>	

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

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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) <i>Please give a recent example of the way you use children's feedback to plan and create the curriculum.</i>	For Exceeding the QIP and Self-Assessment Tool (SAT) <i>Please give an example of the way all educators are consistently deliberate, purposeful and thoughtful in all of their decisions and actions that impact on children's learning and development. (Used for QIP Strength example).</i>
<i>Please give a recent example of the way you use open ended questions to plan and create the curriculum.</i>	<i>Please discuss one of the theoretical or philosophical influences on your practice in relation to element 1.2.2. (included in QIP example)</i>
<i>Please give a recent example of the way you respond to and extend children's ideas to plan and create the curriculum.</i>	<i>Please give an example of how you use the centre's location or community to respond to and scaffold children's learning.</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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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 1.2.2. 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	

Practices	ED1	ED2	ED3	ED4	ED5
Do you use children's interests to scaffold learning?					
Do you research and learn with the children if you're unfamiliar with a topic?					
Do you encourage and support children as they investigate, experiment and test their ideas?					
Do you support and encourage children as they learn in new ways or apply their learning to new situations?					
Do you regularly implement a range of learning experiences including more detailed project type activities?					
Do you ask open-ended questions to promote children's learning?					
Do you provide positive feedback and additional ideas when responding to children?					
Do you use 'spontaneous teachable moments' to enhance each child's learning and build on their understanding of science, maths, literacy, the arts etc?					
Do you model language and ideas associated with maths, sciences, literacy and the arts?					
Do you plan group activities and encourage and support children to consider other children's ideas and understandings?					
Do you follow children's lead in their play and take on roles/characters which enhance the learning?					
Do you critically reflect on the extent of each child's participation when assessing how well you respond to and scaffold each child's learning?					
Do you plan flexible environments that offer appropriate levels of risk, and support children to extend their skills and knowledge?					

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