



## Educational Leader

*Children are supported to collaborate, learn from and help each other.*

**Looking at the element in detail** - A service reviewed what the NQF Guide said about element 5.2.1 and understood educators need to:

- model cooperative behaviour and nurture respectful and reciprocal relationships
- provide time and space for children to collaborate, and encourage their active involvement.

Part of your role as Educational Leader is to teach educators new knowledge and practices. Sometimes this means firstly figuring out why they're not doing their job properly. For example, they may not understand learning and teaching practices.

We still find some educators plan in detail for the coming week or month based on what equipment will meet the learning outcomes rather than what learning interactions, activities and experiences will meet the outcomes. Some educators will tag the equipment like a program statement and explain what it will teach the child. For example, Jackson went to the zoo on the weekend so educators plan an activity and extend learning by getting out the zoo animals to play with. Then they organise for children to paint zoo animals.

The solution to this is one which also supports element 5.2.1 Collaborative Learning. Teach your educators to look at the right hand side of the EYLF learning outcome indicators and discuss that there is no equipment in these but lots of learning interactions and relationships. Show your educators how to write from the left and right hand side of the indicators showing the learning relationships.

### **Example: Outcome 4.1 Educators encourage children to engage in both individual and collaborative explorative learning processes**

Educator Rachel: *"Jackson went to the Zoo. Wow! Please tell me how you got to the Zoo."*

Jackson: *"a ferry"*

Rachel: *"A ferry. What is a ferry?"*

Jackson: *"You know Rachel, it's a boat and it stops and people get on and get off around the water."*

Rachel: *"Who else has been on a ferry?"*

Hands popped up everywhere. Noah, Emily, Cooper, Ella, Ethan, Amelia and James had all been on ferries.

Max: *"Mum and me caught the bus to the zoo."*

Sienna: *"We drove in a car."*

Are your educators implementing a relationship based program which promotes collaborative learning? What support will you provide?

### **Week 22, 26 - 30 July 2021- 5.2.1 Collaborative learning**

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## Sand Pit Policy

Educators will ensure:

- the sandpit has adequate drainage
- the timber has not been treated with Copper Chromium Arsenate
- the sandpit is filled with washed beach or river sand, not builders’/brick sand which is unsuitable
- the sand is at least 500mm deep, and replenished when it drops 100mm below the top edge
- any natural elements (eg boulders) are stable and cannot be moved
- the sandpit is adequately shaded
- they clean the sand by regularly exposing it to sunshine and fresh air
- they rake sand pits before use and regularly during the day, carefully removing and disposing of any contaminated sand or dangerous matter
- they turn the sand over monthly to aerate it
- they change the sand at least annually and whenever it’s extensively contaminated
- they remove toys from the sandpit at the end of each day
- they cover sand pits closely when they’re not in use.

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

| Educator’s Name | Educator’s Signature |
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