

Educators


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.

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

Babies

Below I've pulled apart the NQS element 5.2.1 and placed what may be observed if you were looking at the children. The second column shows an example, and the third column shows what educators could be doing to meet the element 5.2.1. Evaluate the example in the middle column by identifying the points you can see occurring in the children and educator columns. Underline them and draw a line to the left- and right-hand column's description.

What we may observe with children for 5.2.1	Babies example – use if you work with this age group.	The teaching practice we may observe with educators for 5.2.1
<p>Children:</p> <ul style="list-style-type: none"> o participating in play and showing awareness and interest in others o developing friendships as part of a small group o engaging in enjoyable interactions with their peers, contributing to shared play experiences, and responding positively to ideas and suggestions from others o engaged in experiences that support them in establishing and maintaining relationships with children of various ages, genders, cultures and capabilities o engaged in ongoing collaborative projects they have initiated that involve research, planning, problem-solving and shared decision making o engaged in activities that may benefit others (such as helping re-set experiences or setting the table for a meal) o showing kindness and compassion towards their peers o negotiating roles and relationships in play and leisure experiences o spending time with their peers 	<p>Build them higher</p> <p>This morning Haley organised a simple building experience to promote small group interactions as she placed a basket full of blocks on the mat before stacking them on top of each other while encouraging Del, Maddy, Zoe and Stella to join in.</p> <p>The girls crawled over to the basket and reached in, grasping a block each with a smile. They actively contributed to this play experience as they mirrored Haley's actions by placing their blocks on top of one another as steadily as they could before they all fell.</p> <p>Each time the blocks stood still on top of each other or as they fell, the girls celebrated and shared their achievements with Haley and one another by clapping their hands and kicking their legs. Haley then began to explain "Yay!" with her arms up in the air.</p>  <p>Haley ensured all the children experienced pride and confidence in their achievements by repeating the process and directing the children to stack differently shaped blocks. This experience has given Haley the chance to encourage the babies to participate in a collaborative learning experience, as they worked together to create their tower.</p> <p>Learning outcomes: 1.4 & 1.3</p>	<p>Educators:</p> <ul style="list-style-type: none"> o supporting children's progress through different stages of play, to help them gain confidence in interacting with their peers o modelling collaborative behaviour through their interactions with children and colleagues, to help children to initiate interactions and join in play and social experiences with their peers o respectfully and thoughtfully engaging in children's group play and projects o supporting children to understand or communicate with each other o planning experiences that encourage children to work together to achieve success o allocating time for relaxed, unhurried experiences that enable children to collaborate and direct their own learning together o creating opportunities for peer scaffolding in small and large group play o asking follow-up questions to extend children's learning in group situations o promoting a sense of community in the service o providing opportunities and resources for children to assume leadership roles and direct play experiences with their peers o acknowledging older children's complex relationships and sensitively intervening in ways that promote social inclusion

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Toddlers

Below I've pulled apart the NQS element and placed what may be observed if you were looking at the children. The second column shows an example, and the third column shows what educators could be doing to meet the element 5.2.1. Evaluate the example in the middle column by identifying the points you can see occurring in the children and educator columns. Underline them and draw a line to the left- and right-hand column's description.

What we may observe with children for 5.2.1	Toddler example – use if you work with this age group.	What we may observe with educators for 5.2.1
<p>Children:</p> <ul style="list-style-type: none"> ○ participating in play and showing awareness and interest in others ○ developing friendships as part of a small group ○ engaging in enjoyable interactions with their peers, contributing to shared play experiences, and responding positively to ideas and suggestions from others ○ engaged in experiences that support them in establishing and maintaining relationships with children of various ages, genders, cultures and capabilities ○ engaged in ongoing collaborative projects they have initiated that involve research, planning, problem-solving and shared decision making ○ engaged in activities that may benefit others (such as helping re-set experiences or setting the table for a meal) ○ showing kindness and compassion towards their peers ○ negotiating roles and relationships in play and leisure experiences ○ spending time with their peers 	<p>Making play dough</p> <p>During play this morning, Miss Tamara sat down at a table with some play dough ingredients. Ben quickly came over and asked “What are you doing, Mara?” Tamara replied that she needed some friends to help make play dough. Slader, Issy, Nate, Charlotte, Ruby and Ben all sat down patiently waiting to hear the instructions. Slader took the recipe and began pointing at the words, babbling away as Tamara told the children the instructions. Tamara handed Ben the cup and asked him to fill 2 cups of flour for her. <u>Ben demonstrated an increasing understanding of measurement</u> by filling the cup twice and allowing his friends to pour it into the bowl. <u>Issy used language to communicate her thinking about quantities</u>, by asking Tamara many questions when getting the salt like “How many cups?” and “To the top?” Ruby enjoyed pouring in and measuring the oil, while Nate and Charlotte managed a great job stirring the dry mix. <u>Tamara reflected with the children on what they had learned</u> by asking the children what ingredients we had used and measurements as they played with their play dough. The children did a great job remembering most of the method and measurements.</p>	<p>Educators:</p> <ul style="list-style-type: none"> ○ supporting children’s progress through different stages of play, to help them gain confidence in interacting with their peers ○ modelling collaborative behaviour through their interactions with children and colleagues, to help children to initiate interactions and join in play and social experiences with their peers ○ respectfully and thoughtfully engaging in children’s group play and projects ○ supporting children to understand or communicate with each other ○ planning experiences that encourage children to work together to achieve success ○ allocating time for relaxed, unhurried experiences that enable children to collaborate and direct their own learning together ○ creating opportunities for peer scaffolding in small and large group play ○ asking follow-up questions to extend children’s learning in group situations ○ promoting a sense of community in the service ○ providing opportunities and resources for children to assume leadership roles and direct play experiences with their peers ○ acknowledging older children’s complex relationships and sensitively intervening in ways that promote social inclusion

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Preschool Children aged 3 – 5

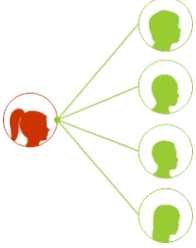
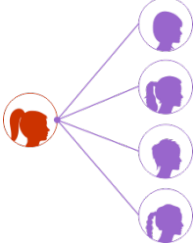
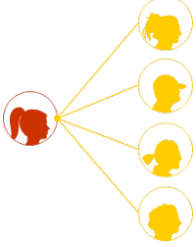
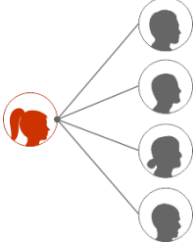
Below I've pulled apart the NQS element and placed what may be observed if you were looking at the children. The second column shows an example, and the third column shows what educators could be doing to meet the element 5.2.1. Evaluate the example in the middle column by identifying the points you can see occurring in the children and educator columns. Underline them and draw a line to the left- and right-hand column's description.

What we may observe with children for 5.2.1	Preschool example – use if you work with this age group.	What we may observe with educators for 5.2.1
<p>Children:</p> <ul style="list-style-type: none"> ○ participating in play and showing awareness and interest in others ○ developing friendships as part of a small group ○ engaging in enjoyable interactions with their peers, contributing to shared play experiences, and responding positively to ideas and suggestions from others ○ engaged in experiences that support them in establishing and maintaining relationships with children of various ages, genders, cultures and capabilities ○ engaged in ongoing collaborative projects they have initiated that involve research, planning, problem-solving and shared decision making ○ engaged in activities that may benefit others (such as helping re-set experiences or setting the table for a meal) ○ showing kindness and compassion towards their peers ○ negotiating roles and relationships in play and leisure experiences ○ spending time with their peers 	<p>Sensory space construction</p> <p>Today Miss Tara begun constructing a sensory space using the pallets in our reading area for the <u>children to use their sensory capabilities to explore and respond to their environment</u>. Marlee, Sophie M., Thomas M., and Bella all helped Miss Tara complete the space. Marlee asked, “can I do that one?” referring to hammering the nail into the wood. Miss Tara assisted Marlee by getting the nail started then let Marlee continue. Sophie M. asked, “can I do one too?” Miss Tara happily did the same for Sophie; with both Sophie and Marlee spending time hammering their nails, focusing on the task at hand for an extended period of time. Bella helped Miss Tara attach different types of fabric to the wood using a hot glue gun. Miss Tara supported Bella to make <u>appropriate decisions regarding participating in this task</u>; by warning Bella that the glue was hot and to be careful, allowing Bella to <u>assess risk and use the equipment safely</u>. Thomas showed interest in making the vertical blocks section; by gluing Duplo blocks to the pallet so that more blocks can be attached and the blocks connect so they come out of the wall, as opposed to building on the floor or table. Thomas chose which blocks he thought should be the base blocks that attach to the pallet based on varying size and colour. Miss Tara encouraged Thomas to identify each colour and shape of the block as we worked.</p>	<p>Educators:</p> <ul style="list-style-type: none"> ○ supporting children’s progress through different stages of play, to help them gain confidence in interacting with their peers ○ modelling collaborative behaviour through their interactions with children and colleagues, to help children to initiate interactions and join in play and social experiences with their peers ○ respectfully and thoughtfully engaging in children’s group play and projects ○ supporting children to understand or communicate with each other ○ planning experiences that encourage children to work together to achieve success ○ allocating time for relaxed, unhurried experiences that enable children to collaborate and direct their own learning together ○ creating opportunities for peer scaffolding in small and large group play ○ asking follow-up questions to extend children’s learning in group situations ○ promoting a sense of community in the service ○ providing opportunities and resources for children to assume leadership roles and direct play experiences with their peers ○ acknowledging older children’s complex relationships and sensitively intervening in ways that promote social inclusion



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:

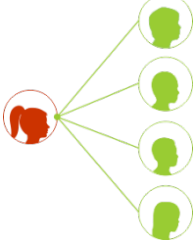
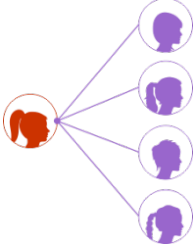
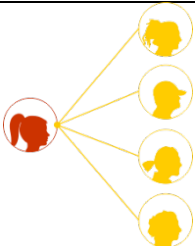
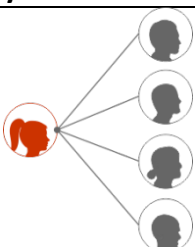
- Could your routines and programs be more flexible to support group activities and learning? **(included in Improvement example)**
- Are there opportunities to promote greater diversity in group activities eg diversity in age, gender, cultural background, interests?
- Are the strategies you use to support children’s collaborative learning and interactions working effectively?

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>	I was having fun with my friends playing with levers and pulleys but we had to pack up and move on to the next activity.	<p>The EL spoke with the NS about implementing progressive mealtimes to support a more flexible program. After further discussion with all staff we decided to trial progressive morning and afternoon teas and retain a more structured lunch as this would be good for those children that arrived late or left early. Educators would set out some grazing options between 9-11 and 3-5 and at least 1 educator would be at the table to supervise and engage with the children at all times.</p> <p>Some of the benefits we have found to date include less disruption during mealtimes as the children decide themselves to come to the table, and greater interaction between children of different ages.</p>
 <p>an educator</p>	Sometimes I wish things could be just a bit more relaxed, especially when the children are focused on a really interesting activity and would be happy to continue with it.	
 <p>your families</p>	I'd really like the centre to do activities that the kids need to concentrate on for a while. They need this skill at school. Things don't always happen immediately.	
 <p>theorist and current research</p>	Critical theorists like Friere believe children have a right to be heard and consulted eg planning considers learning from the child's perspective (EYLF)	



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 your routines and programs be more flexible to support group activities and learning?
- Are there opportunities to promote greater diversity in group activities eg diversity in age, gender, cultural background, interests?
- Are the strategies you use to support children’s collaborative learning and interactions working effectively?

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>		



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 an example of a recent activity where children shared play experiences, responded in positive ways to ideas and suggestions made by others or participated in ongoing projects requiring shared research, problem solving and decision making etc.</i>	<i>Please explain how you and your team create supportive environments that enable children to collaborate, learn from and help each other eg through group size, use of space, educator interactions etc.</i>
<i>Please give an example of a recent activity where you provided children with extended periods of time to direct their own learning in collaboration with others.</i>	<i>Please explain how you and your team reflect from a social justice and equity perspective on how you build active, inclusive and collaborative learning opportunities.</i>
<i>Please give an example where you supported children from diverse backgrounds and abilities to collaborate during play, projects or experiences.</i>	<i>Please give an example of the way you and your team have used family or community input to help children collaborate and respond to others with respect and openness (included in QIP strength).</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 5.2.1. 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	

Do you support children to interact with their peers eg teach and model positive social skills, interactions and communication, and sensitively intervene when required?					
Do you acknowledge children's positive interactions eg co-operating, negotiating, problem solving, helping other children?					
Do you plan activities that encourage children to work together in small and large groups?					
Do you implement flexible routines and programs which give children the time they need/would like to collaborate?					
Do you include plan and implement ongoing group projects that enable children to investigate, research, solve problems and make decisions together?					
Do you support child-directed learning with questions and activities that extend learning?					
Do you participate in children's group play and activities when asked (through words or actions) or opportunities arise to extend learning?					
Do you provide opportunities for all children to lead group activities?					
Do you encourage children with skills/strengths/knowledge in particular areas to lead or contribute to learning in those areas?					
Do you provide opportunities for children of mixed ages, genders and cultural backgrounds to learn from each other through group activities?					
Do you provide opportunities for children who share interests to engage in group activities and learning?					
Do you encourage children to collaborate with peers about their culture and daily lives?					
Do you implement activities that connect children with their community?					
Do you use spaces and materials to encourage small and large group interactions and learning eg U shaped spaces?					

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