



Educational Leader

There is an effective self-assessment and quality improvement process in place.

Looking at the element in detail - A service reviewed what the NQF Guide said about element 1.1.3 and understood educators must be able to:

- identify and act on opportunities to extend children's learning during planned and spontaneous experiences
- use transitions and routines as learning opportunities – they're just as important as activities and experiences.

We all think about things (or concepts) in different ways, and children are no different. But what are the different ways we think about concepts – and how can educators support children in learning these different approaches to conceptual thinking?

[Lili-Ann Kriegler says there are five types of thinking](#) and uses the following example where four-year-old Harry and Nicholas discuss the weather."

"This time is when the weather changes. It changes to different times for the year," Harry says, relating weather to the concepts of seasons and time. Nicholas replies "We're at the first sign of what he said. It's not the cold season yet, because the cold season is after the hot season and it's next term or next year. It can change. It's like rain, or a storm or deep snow...but I haven't seen that here. But I saw it on the TV when Mole was inside and the snow was on the outside and sometimes it's dark and sometimes it's light..."

1. Abstract thinking

This is the simplest type of thinking. As children learn language, they learn the names of things and label what they see. Educators can help ensure children know the names. More complex learning requires de-contextualised thinking.

In the example, Nicholas achieves this when he visualises snow. Educators can promote this complex

thinking by encouraging children to visualise experiences and ideas.

2. Organised thinking

Educators help children develop effective 'organised thinking' when they help children to order and organise their thinking by connecting 'like' things and grouping them into categories eg "Nicholas naturally groups 'snow', 'rain' and 'storm' together because he knows they're all part of the concept of 'weather'.

3. Relational thinking

Educators can help children make connections between what they already know, and how it might relate to new information, or other information they already know. For example, Harry knows that weather changes during the year. Educators could explore the reasons why.

This learning can also happen through stories, exploring implied meanings using familiar stories and characters, and making implied relationships visible. "How do you think Big Ted is feeling?' How do you know? Ah, so you think his high eyebrows tell you he's surprised?"

4. Representational thinking

Not all communication is verbal and information can be represented in lots of non-verbal ways eg traffic signs, math symbols, speech bubbles.

Educators can encourage this type of thinking by helping children move from the concrete to the abstract eg through activities like measuring a long column of wooden blocks using a popsicle stick, then drawing or writing how many popsicle sticks long it was. This helps children build connections between the concrete activity (making a column of blocks) and the representation of the activity.

- 1.1.3 Program learning opportunities

5. Metaphorical thinking

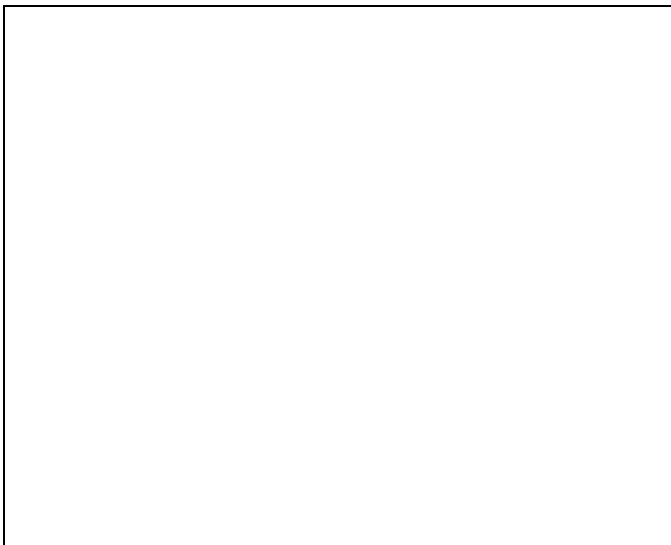
Being able to compare two things, and think in metaphors, is an important final stage in children's conceptual development.

Metaphors help children to imagine something by thinking about something else. For example, when someone "cries so much it's like a river of tears" children need to have a concept of a river, and a concept of being really, really sad for the phrase to make sense.

When children can understand metaphors and similes (which compare one thing with another – as hot as the sun, as brave as a bear) they can 'compact' information. Educators can promote this type of thinking by discussing these associations or relationships in detail. They can also implement physical activities, eg moving like a bear, which help children understand how concepts can be used to add meaning to other concepts.

Source: <https://thesector.com.au/2021/09/21/how-can-educators-boost-childrens-conceptual-development-lili-ann-kriegler-responds/>

Where are your educators at in promoting different types of conceptual thinking? How could you support them to plan and implement the program, routines and transitions, to extend children's conceptual thinking?



- 1.1.3 Program learning opportunities

Delivery and Collection of Children Policy

- All children must be signed in and out by the person who delivers or collects the child. If this person forgets, they will be signed in or out by the nominated supervisor or an educator.
- Children can only be collected by a parent, authorised nominee, or a person authorised by a parent or authorised nominee to collect the child
- Children may leave the premises if a parent or authorised nominee provides written authorisation
- No child will leave with an unauthorised person. If the person becomes aggressive or violent and will not leave the Nominated Supervisor or educator will implement lockdown procedures and ring the police
- No child will leave with anyone not known to educators. The person must be able to produce photo identification if required
- If a parent collecting a child appears to be intoxicated, or under the influence of drugs, educators will inform the police of the circumstances, person's name and vehicle registration number if they insist on taking the child
- If an authorised nominee appears to be intoxicated, or under the influence of drugs, and staff feel the person is unfit to take responsibility for the child, they will not let the child leave with the person. They will contact the parent and advise that another person needs to collect the child
- If a child has not been collected by closing time, the Nominated Supervisor will:
 - try to contact the parents or other authorised nominees
 - if unsuccessful, leave a voicemail or SMS advising someone will wait up to **30 minutes** before ringing the police or Child Protection
- wait for **30 minutes** and, if the parents or authorised nominee has not arrived, ring the police or Child Protection for guidance

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

Educator's Name	Educator's Signature

- 1.1.3 Program learning opportunities