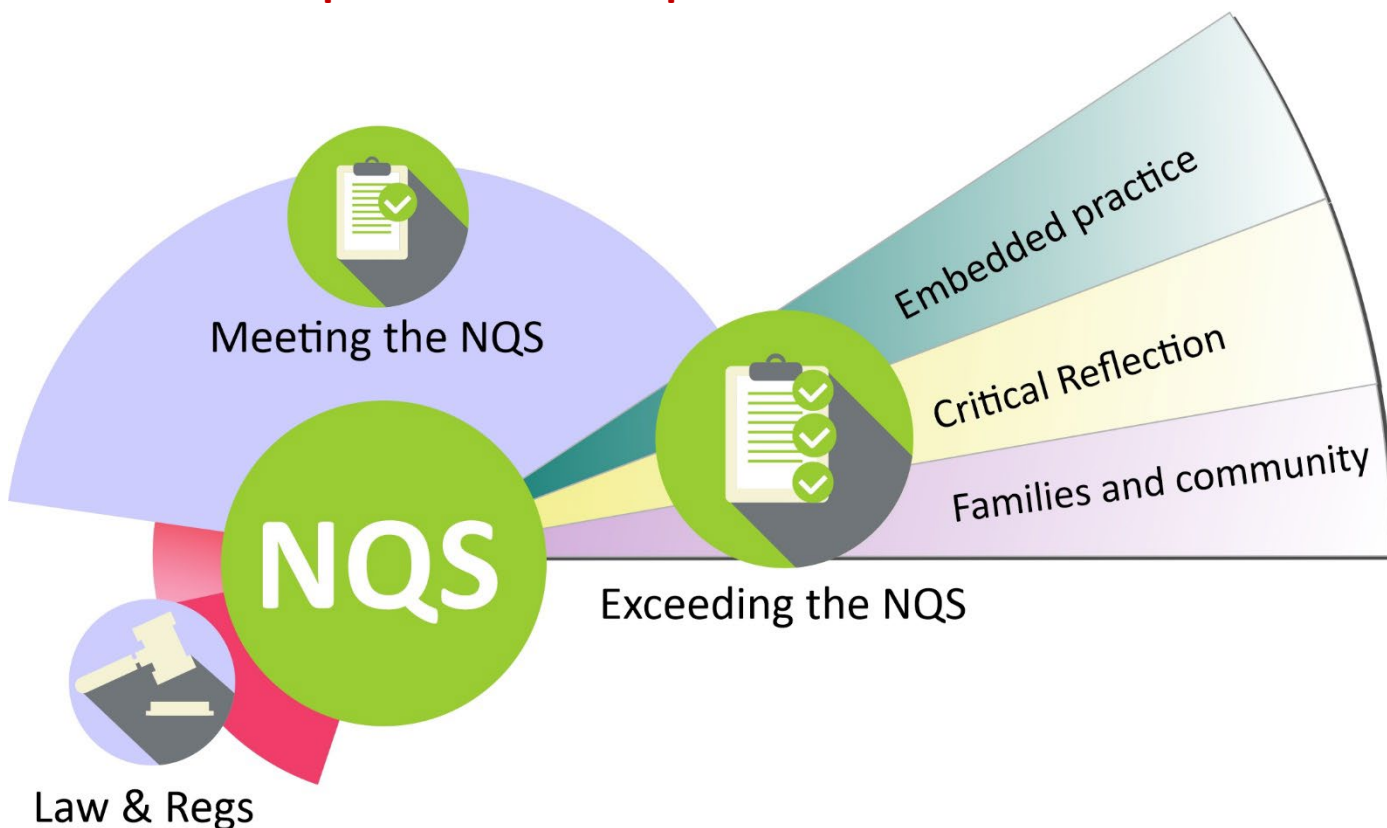


Each child's current knowledge, strengths, ideas, culture, abilities, and interests are the foundation of the program.

Section 2. Examples of what's required for educators.



First step: We must ensure the Law and Regulations are always met. **Second step:** then we look at the NQS and work through the process of meeting the element. **Third step:** then we can look at and complete the exceeding themes.

The logo above shows the effort required to do these three components. It should be easy and take little time to meet the Law and Regulations once you know what is required. Meeting then can become everyday practice, while exceeding takes a lot more time, thinking, connecting to families and community and practice change.

The regulation component is the same as last week.



Meeting the NQS

Looking at the Element 1.1.2 in detail - educators must implement a program which reflects each child's:

1. What does the child **know**?
2. What are the child's **strengths**?
3. What are the child's **ideas** for the program?
4. How can we use the child's **culture** for the program?
5. What are the child's **abilities**?
6. What is the child **interested** in?

Practice examples of what needs to be seen include:

Knowledge and ideas

- asking the children each day what they'd like to do.
- during activities a child's idea is extended upon

Strengths and abilities

- conversations with families to see what they think their child is good at, or is interested in.
- observations extended upon

Interest

- during excursions a child's interest is extended on or explored further

Culture:

- hosting visitors in the service

Week 2, 6 to 10 February 2023 – 1.1.2 Child-centred

Copyright Centre Support Pty Ltd 2023 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it.

- discussing holidays
- discussing shopping
- sharing cultural practices
- finding out about family jobs/interests/daily lives.

Let's look at these points in practice and then evaluate your documentation.

Extending with non-verbal babies

Educators need to be attuned to babies' physical cues as they tell you what they are **interested in**, then you extend upon them. Babies' cues could be watching, staring, pointing, reaching, smiling and body shaking with exciting. The below example shows how **children's interest can be identified, then extended upon**.

Ducks

To help grow the children's understanding about the world we live in and to build connections within our local community we have been taking the children on excursions.

Today Miss Jackie & Miss Anu took Gracie, Willow, Faith, Braxton & Charlotte to the duck pond. There were so many ducks swimming in the pond, so Miss Anu said let's count how many ducks there were. We counted 10 ducks altogether. The children's faces lit up with excitement and there was a lot of pointing at the ducks from the children.



Two of the ducks came out from the pond and came very close to the prams as Miss Anu was saying 'quack, quack', and Miss Jackie noticed that Charlotte was so happy to see the ducks from a closer view and she wanted to touch the duck as she reached out her hand towards the ducks.

Miss Anu described the beaks, feathers and wings of the ducks and Miss Anu also told the children that ducks can fly with their wings and dive in the water.

To extend children's knowledge from our excursion to the duck pond today, Miss Anu gave Braxton, Willow, Charlotte, Arthur and Gracie the printed information of Australians Woodland Duck.

Willow was very interested to see the duck photos and Miss Anu, *responding sensitively* to Willow's attempts

to initiate interactions and conversations asked, "Willow can you remember, we saw the same ducks today on our excursion?"



As soon as Miss Anu pointed to the duckling photo and the eggs Willow actively responded to Miss Anu and grabbed the paper and started reading on her own like "dai dai dai da".

Showing delight, Miss Anu said, "Wow Willow good reading" while Willow was showing her understanding

of animals, plants, and the pond.

Below is an example of how educator Skye **asks the children what they want to do, and she extends upon it**. Remember, this type of practice and documentation needs to be seen by the assessor.

The Human Ear

Miss Skye sat with Ben and Lewis talking about what we had learnt yesterday about red blood cells, the brain, and lungs. Ben said, "can we learn about the human ear and how it works today Miss Skye?"

Skye collected the human body book off the bookshelf and said "we should be able to discover how the ear works from this book. As the children were turning the pages to find the section on the ear Skye said, "our brain plays an important role in helping us to hear". Lewis asked, "but how?" Serendipitously the next page Ben and Lewis turned to was how the ear works. Skye started reading the page to the boys "our ears are special because they can detect vibrations and soundwaves. The vibrations and soundwaves travel and are turned into nerve signals which the brain then detects as sounds. These sounds can be a soft sound, high pitch sound or something loud like a bang".

Skye conducted a practical demonstration asking Ben and Lewis to look straight ahead with the backs of their heads facing Skye, Skye then clicked her fingers to the left and right side of their heads. Each time the boys heard the sounds they automatically moved their heads to the direction of the click. Skye asked, "can either of you tell me how come your head moved automatically to the sound?" Ben said, "my brain did it".

Week 2, 6 to 10 February 2023 – 1.1.2 Child-centred

“Yes, that’s correct, we call this a reflex movement, one we don’t need to think about doing.” Lewis asked, “but where in my ear does the sound go into my brain?” Skye read further, discovering “inside our skull is a bone called the temporal bone and it is where most of our ear is located. It has three parts which are the outer ear, the ear flap called a pinna and the middle ear”.

“Here is the answer to your question Lewis, in the middle ear behind the ear drum there are tiny little bones that are called ossicles which make the vibrations you hear turn into soundwaves and then moves them to the inner ear so that our brain can convert them to the sounds that you hear like people talking or banging on drums”.

Hahana's Māori culture

Today at drop off Hahana’s mother Aroha, told Lilly all about the Hangi they had on the weekend with all their extended family. With this information Lilly planned to explore Hangis and Māori culture at group time.

Lilly started by asking the children questions to see what they knew about Māori culture. Hahana said mum was born in New Zealand and she is Māori. Lilly asked if anyone knew where New Zealand is? Jack said you need to get there on a plane and dad goes there to ski.

Lilly showed the children a world map, asking if they knew where it was. With a little help from Lilly New Zealand was identified.

Hahana was asked by Lilly about the Hangi she had on the weekend. Hahana described in detail all her cousins that came to visit, and the fire in the hole where the pig and the vegetables were cooked.

Lilly showed a video of a Māori family cooking their hangi's and the children saying Kia Ora (Hello) and Whanau (Family) in Māori.

Lilly then asked the children if they would like to go outside and cook in a Hangi. First, we dug a hole in our sandpit, then Hahana, Jayda, Claire and Ava prepared the food (as the women do) while the boys finished off the hole. They then collected ‘hot’ rocks to place around the pot. Once the rocks were in place the children covered it up in paper towels (rags) and dirt (sand) just like they saw on the video.

Lilly explained that the food was cooking from the heat captured in the rocks. After a while the children decided



the food was cooked enough and began to dig it up. The children repeated the process of preparing the food, digging the hole, using rocks for heat and covering the food to cook, then digging it up. It was very interesting to watch the repetition in the play. With such a strong interest in this process, this will be something we will be exploring further.

Nurses visit

Ella was very excited to introduce Ashleigh, her Mum! Ashleigh explained to her friends that there are many different wards in a hospital. As she gave us the names of different wards, Ashleigh shared that she works in the cardiology ward, and they check hearts. Ashleigh bought a big bag of goodies to share with us. We were very excited to hear our heartbeat through the stethoscope, wrap our ‘broken bones’ with bandages & dress Mr Zach up as a Nurse along with some other pieces of equipment. We were also very excited to receive our own name tag that we shared our enjoyment for texts & literacy later in the day as we wrote our names on our tags.



Ashleigh explained to us the many different uses of the equipment that Nurses use and the many different reasons why you would go to Hospital. We all lined up and used our patience as we listened to Ashleigh’s heartbeat through the stethoscope and received a band aid each.

After our visit, we discussed that International Nurse Day has been celebrated on this day since 1965 to appreciate and recognise the wonderful and important jobs our Nurses do as we promoted a sense of community within our early childhood setting.

See how this level of documentation show how they are meeting the Element 1.1.2 Child-centred. A shorten example like this could be added to or referred to in your QIP. For NSW you need to make sure you can show examples like this on the day which means you must know where to access them quickly during an A& R visit.

Let’s check our documentation to see if it is meeting.

Week 2, 6 to 10 February 2023 – 1.1.2 Child-centred

Copyright Centre Support Pty Ltd 2023 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it. Page | 6



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 there's something on the checklist that you're not doing, you need to adjust your practice to do it, or ask for help and training to implement it ie work with your educational/room leader who should teach/coach you how to do it. This process uses the **summative assessment process** from the **new EYLF**. Educators review your achievements and capabilities at specified or selected timepoints. Please make a judgement about the path you are on to understanding the element.

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	

Communication

	ED1	ED2	ED3	ED4	ED5
Would visitors to your room see how you have worked with families to identify their child's interests, strengths and needs? What would that look like?					
Would visitors to your room see your curriculum based on each child's interests, strengths, needs, culture and daily lives eg their relationships and interactions and not what you think they should find interesting.					
Would visitors to your room see how you have learnt new things related to children's interest? What would that look like?					
Then would the visitors see how you have collaborated with children to research and investigate the topic? What would that look like?					
If working with young children, would visitors to your room see you responding to their cues and signals and interacting with them one-on-one during routines/activities?					
If working with older children, would visitors to your room see you including children's diverse lifestyles, views and knowledge, and encouraging them to help plan and lead the program?					
Can you confidently explain how the service philosophy guides your programming decisions?					

List dates you would find the above in your documentation.

	Date	Date	Date	Date	Date	Date	Date	Date
Children's knowledge and ideas								
Children's strengths and abilities								
Children's interest								
Children's culture								

Week 2, 6 to 10 February 2023 – 1.1.2 Child-centred

Each child’s current knowledge, strengths, ideas, culture, abilities, and interests are the foundation of the program.



The EYLF and MTOP says. “Evaluation practices involve educators’ critical reflection on the effectiveness of their planning and implementation of curriculum for children’s learning as part of the planning cycle, both for and with children’. Pick one of the following reflection points to complete the table below:

- Are you really listening to children’s ideas and feedback? Could you improve in this area?
- **Could you include more activities in the program which reflect the culture and language of each child’s family?**
- Could your team implement a more flexible program that’s more responsive to children’s wishes and needs?

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 like how Hahana cooks her lunch at home, it would be fun to dig a hole and add fire to cook at home, I can’t wait to tell mum about it and see if we could do it.</p>	<p>The EL and educators discussed and reflected upon the actions of children’s engagement with the hangi. The educators are looking at how an event created so much play and now we are questioning if we are providing enough outside stimuli to provoke different types of play.</p>
<p>an educator</p>	<p>Aroha loves sharing her Māori culture with us, it was easy to extend it on the day, and the children’s engagement with the novel way of cooking did take me back, but it’s really making me think about what we don’t know about the other children’s culture. Binh’s mum Diep is so quiet and doesn’t talk much, but I’m sure their culture has plenty that the children would find interesting like the hangi.</p>	<p>Further investigation to better know our families has started. Lilly and EL made laminated learning story boards of the hangi to show the families the value of the sharing the culture.</p>
<p>your families</p>	<p>Makes me feel proud that Lilly was able to teach so much about Māori cooking. I’ll have to get my mum to come in and teach more.</p>	<p>This led to educators understanding these families experiences can be turned into simple learning activities that are so valuable.</p>
<p>theorist and current research</p>	<p>Relationships are strengthened when educators recognise and affirm children’s home languages and cultural identities and when they create culturally secure and safe places for children and their families. EYLF V2 2022 page 9. I can see this sentence from the EYLF in action now, both Hahana and Aroha are even more engaged, and Aroha says, ‘What are you and Miss Lilly going to teach your friends today about Māori ways?’</p>	

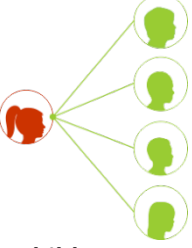
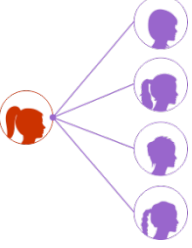
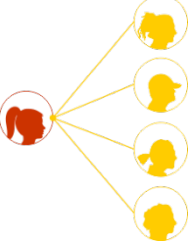
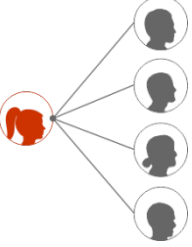
Week 2, 6 to 10 February 2023 – 1.1.2 Child-centred

Each child’s current knowledge, strengths, ideas, culture, abilities, and interests are the foundation of the program.



The EYLF and MTOP says. “Evaluation practices involve educators’ critical reflection on the effectiveness of their planning and implementation of curriculum for children’s learning as part of the planning cycle, both for and with children’. Pick one of the following reflection points to complete the table below:

- Are you really listening to children’s ideas and feedback? Could you improve in this area?
 - Could you include more activities in the program which reflect the culture and language of each child’s family?
- Could your team implement a more flexible program that’s more responsive to children’s wishes and needs?

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>		

Education Curriculum and Learning Policy

Policy explains the service is implementing the Early Years Learning Framework (EYLF) and what educators will do to meet EYLF learning outcomes and the Regulations. For example educators will:

- base each child's learning around their interests and knowledge
- regularly assess what each child knows, can do and understands
- regularly extend learning through planned and spontaneous experiences and intentional teaching
- partner with families to promote children's learning and regularly invite families to contribute
- value every child equally
- provide families with information about their child's learning and participation in the program whenever requested
- build connections between the service, schools and the local community
- promote play and implement activities that are meaningful to children and support their wellbeing, learning and development
- use strategies like demonstrating, dramatic play, role play, open questioning, speculating, explaining, shared thinking and problem solving to promote and extend children's learning
- provide opportunities for children to learn from each other
- evaluate the curriculum at least weekly
- regularly document learning so it's easy to understand
- display the Curriculum
- work with the Educational Leader to continually improve teaching practices.

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

Educator's Name	Educator's Signature

Week 2, 6 to 10 February 2023 – 1.1.2 Child-centred



Add to your QIP

Instructions If you are happy with a Meeting rating you do not need to answer the Exceeding questions. Note if you can't answer all meeting questions you are not meeting the element, and you need to create an improvement plan and make changes to your practice. If you are striving for an Exceeding rating, we suggest you answer all meeting and exceeding questions. You can copy your answers into your QIP, or SAT (NSW ONLY).

For a MEETING QIP and Self-Assessment Tool (SAT)	For Exceeding the QIP and Self-Assessment Tool (SAT)
<i>Give an example of a recent activity where you used a child's culture in the program (remember culture is not just different nationalities but what they do in their daily lives)</i>	Embedded Practice <i>How do the curriculum decisions you make to support Element 1.1.2 connect to the service philosophy?</i>
<i>Give an example of a time recently where you talked with a child/children for a sustained period of time, paying close attention to what they were saying or doing.</i>	Critical Reflection <i>How do you ensure the program considers the circumstances of every child ie how do you meet Element 1.1.2 for every child?</i>
<i>Give an example of a time recently where you changed the room routine/activity schedule so children could continue with an activity they did not want to stop?</i>	Engagement with families and community <i>Give an example of a time recently where you engaged with a child's family or community to develop a child-centred program</i>

Week 2, 6 to 10 February 2023 – 1.1.2 Child-centred