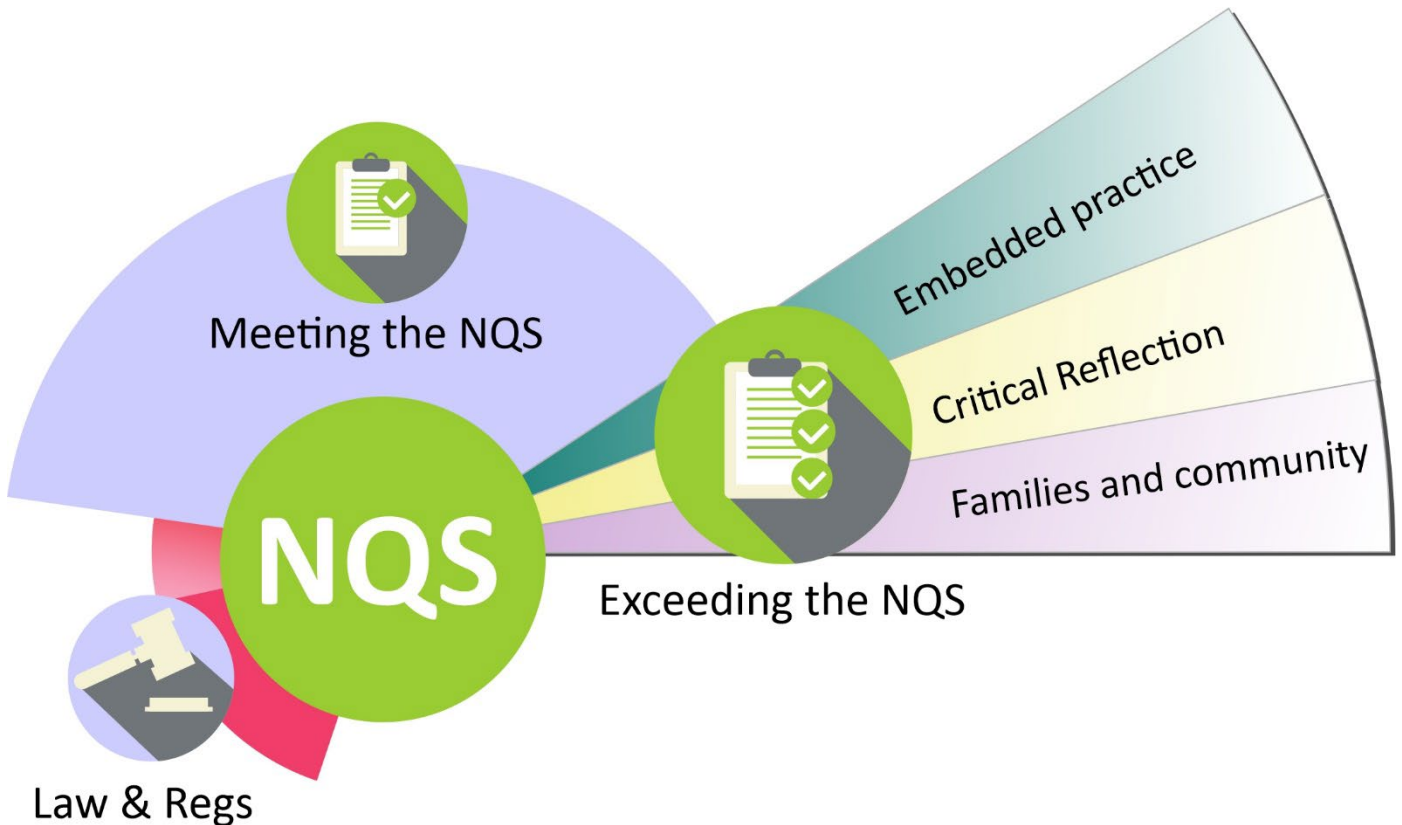


Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

## 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.



We have covered the Law and Regulations for this element in the previous weeks. They include:

**Section 168 Offence relating to required programs and Regulation 73 Educational Program**

### Law & Regs

Penalty: \$4,000, in the case of an individual. \$20,000, in any other case.

**Evidence to show compliance** to the Law and Regs can be found in our curriculum through the use of the learning outcomes.

**Looking at the element in detail** - Element 1.2.3 and understood educators must recognise children's capabilities, and support and encourage children to:

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1. make choices which support their own wellbeing and that of others.
2. choose, plan for and help set up play experiences and activities.
3. develop skills in assessing risk.

The green below are examples that can go into a QIP or SAT (NSW only).

**Educators support children's attempts to gain new skills or knowledge.** We provide guidance on how to use technology or conduct research to coaching children on physical activity skills like kicking or throwing or learning new rules for games. Educators also help students understand how to use tools and resources properly or in new and innovative ways.

**Educators play a vital role in promoting cultural learning and understanding among their children.** For example, we organise activities that expose students to different cultures and traditions, this has seen many families come in share their culture, like Tia’s mum sharing cooking, this in turn sees Tia lead the way with his friends reproducing the cooking techniques in their play.

Let’s have a look at your practice to see if it is meeting. Do you:

- **encourage children to plan and set up activities they choose.**

Describe what are you currently doing to meet the above point, if you cannot, then you need to implement this practice in your daily activities.

- **ensure all children are given opportunities to lead activities.**

Describe what are you currently doing to meet the above point, if you cannot, then you need to implement this practice in your daily activities.

- **Educators support children to manage their behaviours, and express their feelings and ideas, as they interact and collaborate with peers.**

Describe what are you currently doing to meet the above point, if you cannot, then you need to implement this practice in your daily activities.

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- **Educators support children to assess and manage the risk involved in an activity or experience. For example, when children:**

- are encouraged in risky play
- work with carpentry tools
- cook (burns/sharp knives)
- go on excursions (road safety, water hazards)
- are involved in activities with animals/pets
- need to understand their environment (hot surfaces, storms, plant allergens, child protection issues).

Describe what are you currently doing to meet the above point, if you cannot, then you need to implement this practice in your daily activities.

- **Educators support children’s attempts to gain new skills or knowledge. Examples include the following:**

- how to use IT
- how to research issues about interests and questions they have
- during numeracy/literacy/STEM activities
- during physical activity skills (kicking, throwing, jumping, team sports)
- how to use tools/resources properly – or in different ways

- when displaying visual art techniques such as dance and singing
- during cultural learning.

Describe what are you currently doing to meet the above point, if you cannot, then you need to implement this practice in your daily activities.

Please note that the above examples you have written can go directly into your QIP or SAT (NSW).



## Exceeding the NQS

*All educators consistently promote children’s agency. For example, they:*

- use and encourage children’s ideas, and suggestions to plan the curriculum
- allow children to access resources without adult help
- are attuned to children’s voices/ideas (not just when they ask for them)
- source relevant resources (such as from second-hand shops)
- implement open-ended activities (many loose parts, tasks requiring creativity and imagination)
- implement small-group activities (as well as large) to facilitate agency
- create flexible room/group routines
- offer choices for sleep/rest or quiet activities.

**Exceeding – Embedded Practice** Our educators promote children’s agency. We encourage children’s ideas, and regularly use portfolio suggestions to plan our curriculum. We encourage children to access

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resources without adult help. We implement open-ended activities with many loose parts requiring creativity and imagination. We have many small-group activities as well as large to facilitate agency. And we work with families to ensure children in the younger ages have choices about rest and quiet activities, especially when they are new to school.

Please note that the above in green can go directly into your QIP or SAT (NSW only).

## Let’s look through a theoretical lens before we look at exceeding practice.



**Bandura’s social learning theory** is a psychological theory that emphasises the importance of observing and modelling the behaviours, attitudes, and emotional reactions of others to learn new skills and behaviours. This theory can be applied to teaching

children and generating child directed learning. Here are five points to describe his theory.

- 1. Role modelling:** You as an educator can model interest and curiosity in things that are of interest to children by showing **enthusiasm, asking questions, and demonstrating a positive attitude towards** the interest. **Children are more likely to become interested in something if they see others modelling that interest.**
- 2. Observational learning:** Children can also learn about things that are of interest to them by observing others interacting and learning about them. You can provide videos or pictures, activities of the interest.
- 3. Reinforcement:** Bandura’s theory also emphasises the importance of reinforcement in learning. When children show an interest or ask questions about their interest, it’s important to provide positive feedback and encouragement. You can reinforce their learning by praising them for their curiosity, showing them new and interesting facts about their interest.
- 4. Collaborative learning:** Bandura’s theory also highlights the importance of collaboration and social interaction in learning. You can encourage children to work together to learn about their interest by providing group activities, such as

drawing, painting, creating posters or small world creations.

5. **Self-efficacy:** Finally, Bandura's theory emphasises the importance of self-efficacy, or the belief in one's own ability to succeed. Encourage children to take an active role in their own learning about their interest by asking questions, making observations, and drawing their own conclusions. Provide opportunities for them to share what they have learned with others, building their confidence and sense of mastery over the topic.

### Let's look at practice.

#### Educators encourage children to plan and set up activities they choose.

Victoria, Caitlan, Zack, Jose, and Brodie had been talking about a recent camping trip they went on with their parents. The educators saw this as an opportunity to encourage the children to plan and set up activities the children were interested in.

The educators gathered the children together and asked them to brainstorm what they would need for a camping trip. The children came up with a long list of items they thought would be necessary, such as tents, sleeping bags, torches, cooking equipment and fishing lines. The educators then asked the children to help plan and set up the camping trip.

Victoria, who loved art, was in charge of designing a map of the camping site. Caitlan, who enjoyed cooking, was responsible for organising the food and cooking supplies. Zack, who loved nature, was in charge of creating a nature hunt for the group. Jose, who had a talent for building things, was responsible for constructing a shelter for the group. Brodie, who was interested in science, was in charge of exploring the environment and identifying different types of plants and animals they could find at the camping site, including the dangerous ones like snakes.

Over the next few weeks, the children worked together to plan and set up the camping trip. They created a detailed plan, made a shopping list, and even wrote out their own camping rules and guidelines and they worked conscientiously to ensure that everything was in order and just right!

Each day at the service they set out on their camping adventure and hiked through the bush (playground), set

up their tents, built a shelter, and cooked their own meals. They even went on a walk into the bush (our garden) and identified different types of plants and animals.



Throughout the camping experience, the children worked together and supported each other with the tasks they were good at. Zack showed he had many building and construction skills using the loose parts with Jose to make the best shelter. By encouraging the children to plan and set up activities they chose, the educators had created a meaningful and engaging learning experience. The children had the opportunity to explore their interests and take ownership of their learning, while also developing important skills and competencies. This camping trip (extended play) showed how a child-directed learning experience can extend and grow for weeks.

In the above learning story see how **Bandura's social learning theory** emphasises the importance of observation and modelling in learning new skills and behaviours. The children were inspired by their recent camping trip with their parents, and the educators saw an opportunity to encourage them to plan and set up their own camping trip.

The educators applied Bandura's theory by modelling enthusiasm and curiosity for the children's interest in camping. They then asked the children to brainstorm what they would need for a camping trip, and they worked together to plan and set up the trip. Through observation and collaboration, the children learned from each other's skills and talents, such as Victoria's map-making, Caitlan's cooking, Zack's love for nature, Jose's building skills, and Brodie's interest in science.

As the children prepared for their camping trip, they reinforced their learning through positive feedback and encouragement from the educators. They worked

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diligently and showed a strong sense of self-efficacy, believing in their own ability to succeed in planning and executing the camping trip.

Throughout the experience, the children applied their learning in real-world situations, such as walking through the bush, setting up tents, building a shelter, and identifying different plants and animals. By encouraging the children to plan and set up activities they chose, the educators created a meaningful and engaging learning experience that allowed the children to explore their interests and take ownership of their learning. Let's check our documentation to see if it is exceeding and how we could apply Bandura's Social Learning Theory.



### **Exceeding - Critically Reflecting -**

*Educators regularly make changes to practice to support children's agency. For example, they:*

#### **Critical Reflection**

- *create flexible room/group routines and detailed daily run sheets.*

- *incorporate spontaneous planning.*
- *change teaching strategies to support children's learning.*
- *organise more excursions/walking outings.*
- *suggest not wearing shoes sometimes.*
- *allow children to splash in puddles when it's raining.*
- *allow more messy play.*



*Don't forget to critically reflect on photos of your environment and play. Look at the points described and the photo, what would a critical reflection say about this?*

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**Exceeding – Critical reflections.** Our educators regularly make changes to practice to support children's agency. For example, we have changed teaching strategies to support children's learning and added more excursions into the local community. Children's choices guide the preferred destination, for example, the duck pond of the motorbike shop. In the play environment, we encourage children to make choices about wearing shoes or not. When it rains, we follow the children outside and splash in puddles. Everyone loves messy play.



#### **Families**



#### **Community Links**

*Educators actively seek out and use the voices, and views of children throughout the day. For example:*

- *seeking children's voices at all times such as during lunch and afternoon activities – not just in the morning.*
- *recognising nearby environmental/geographical influences and physical features such as busy roads/river/farms*

Hudson was playing in the yard when he noticed a building being constructed nearby. He was fascinated and began talking to his friends Ivy, Maggie, and Brian about it. The children were eager to learn more and excitedly shared their thoughts and ideas with each other.

Cassie, one of the educators, noticed the children's interest and encouraged them to explore the building site further. She asked the children what they would like to do and see, and they decided to take a walk to the site to get a closer look.

As they approached the site, the children noticed the builders hard at work and became even more curious. The builders, John, Mohamed, and Yanni, saw the children and waved them over, happy to answer their questions.

The children eagerly asked about the different tools and materials being used and how the building was being constructed. The builders were patient and informative, taking the time to explain the process and answer all the children's questions.

“How do you know how much concrete to use for each wall?” Asked Hudson

“How heavy is the concrete that you use for the walls?” Asked Maggie.

“Do you always use concrete for the walls?” Asked Brian.

“How do you make sure the walls are strong?” Asked Ivy.

“Have you ever had any accidents, what happened?” Asked Hudson.



Throughout the experience, the educators actively sought out and used the voices and views of the children, allowing them to lead the way and make decisions about their learning. The children were able to explore their interests and make meaningful connections between their experiences and the world around them.

As they returned to the centre, the children continued to talk excitedly about what they had learned and experienced. The educators were able to incorporate this interest into the curriculum, providing opportunities for the children to explore construction and building further through play and investigation.

This learning experience showed how important it is for educators to actively seek out and use the voices and views of children throughout the day. By listening to and valuing children's ideas and interests, educators can create meaningful and engaging learning experiences that extend and enrich their learning.

**Exceeding – families and community** Our educators actively seek out and use the voices, and views of children throughout the day. The children conduct meetings to outline the day's plans. Children guide this process with their preferences. Our educators are mindful of subtle behaviour cues of children to ensure we meet their needs. We are mindful of younger first year at school children to ensure they are presented with a range of learning activities that support their wellbeing and we carefully observe to ascertain their levels of tiredness and interests.

Please note that the above in green can go directly into your QIP or SAT (NSW only).

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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 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	

	ED1	ED2	ED3	ED4	ED5
Would a visitor to your room see you arrange activities, routines and the environment so children can choose, plan for and help set up play experiences and activities?					
Would a visitor to your room see you encourage children to make choices and decisions about things that affect them?					
Would a visitor to your room see you implement children's ideas and decisions?					
Would a visitor to your room see you encourage children to act independently (eg initiate and extend their own play) both individually and with their peers?					
Would a visitor to your room see you provide children with leadership opportunities?					
Would a visitor to your room see you support children to understand and manage their behaviours, and express their feelings and ideas, as they interact and collaborate with others?					
Would a visitor to your room see you actively support children's attempts to gain new skills and knowledge?					
Would a visitor to your room see you help children explore different identities and points of view?					
Would a visitor to your room see you support children to assess and manage risk?					
Would a visitor to your room see you hold high expectations for each child, provide them all with choices, support them all to express and implement their ideas and make decisions, and to take appropriate risks?					
Does your learning documentation show evidence of the above?					

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Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.



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:

- Do you have views about your role, your expertise, or children's ages and capabilities that may limit children's ability to make choices and decisions ie direct their own learning?
- How might giving children more agency help promote learning related to behaviour and emotions?
- If you had the authority, what's the one thing you would change at the Service or in your room/group to promote child directed learning?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
<p><b>a child</b></p>	<p>Sometimes, I get upset that my teachers might not let me do what I want to do because they don't think I can do it. But it's important for them to listen to me and to give me a chance to show them how good I am and what I can do and show them what I do with mum. She is really good at making things and gets me to help all the time in the shed (Nate).</p>	<p>After reflecting, educators realised they could make a plan for including Nate's agency in restoring furniture at centre. It would involve several steps.</p> <p>Firstly, educators would discuss Nate's interest in restoring furniture with his mum and ask him about his ideas for a project.</p>
<p><b>an educator</b></p>	<p>A reflection point that I have been considering lately is whether my views about my role, my expertise, or children's ages and capabilities may limit their ability to make choices and decisions and direct their own learning. I can see how important it is to work collaboratively and to challenge each other's assumptions and beliefs. We all bring our own biases and perspectives to the table, and we can identify and address potential limitations in our approach.</p>	<p>They would then provide him with the necessary tools and materials and support him in researching and planning the project (after completing a risk assessment).</p>
<p><b>your families</b></p>	<p>We are the experts with our children, and by involving us in planning we can make sure educators get to know all the little bits and tricks our kids love doing, so they don't get bored here. Especially when my wife does amazing things with the kids, like restoring furniture.</p>	<p>Throughout the project, Nate would have the freedom to make decisions and direct the process, with educators providing guidance and support as needed.</p> <p>At the end of the project, Nate would have the opportunity to share his work with his peers and reflect on his learning.</p>
<p><b>theorist and current research</b></p>	<p>Theories such as Vygotsky's sociocultural theory and Bandura's social learning theory emphasise the importance of children's agency and the role of social interactions in learning. Current research also supports the value of child-directed learning and the importance of creating environments that support children's autonomy and decision-making.</p>	

**Week 6, 6 to 10 March 2023 – 1.2.3 Child directed learning.**



# 1.2.3

# Child directed learning

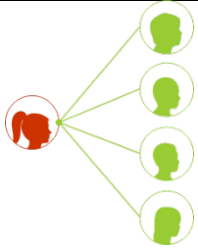
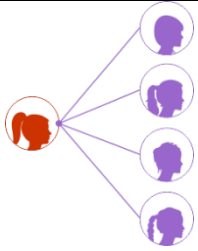
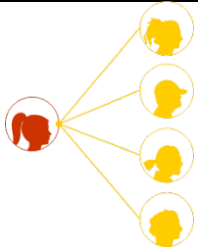
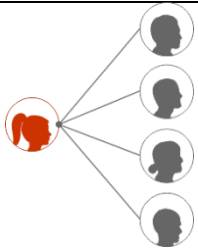
Week 6 – 6.3.2023  
Monday to Friday

Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.



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:

- Do you have views about your role, your expertise, or children's ages and capabilities that may limit children's ability to make choices and decisions ie direct their own learning?
- How might giving children more agency help promote learning related to behaviour and emotions?
- If you had the authority, what's the one thing you would change at the Service or in your room/group to promote child directed learning?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p><b>a child</b></p>		
 <p><b>an educator</b></p>		
 <p><b>your families</b></p>		
 <p><b>theorist and current research</b></p>		

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## Animal and Pet Policy

The Nominated Supervisor will:

- complete a risk assessment before allowing any animal to be kept at the service, or pet to visit the service, and take appropriate actions to reduce the risk of harm
- ensure service pets are well cared for, and implement a staff roster to ensure any animal that requires care or feeding outside operating hours is cared for at the service or an employee's home

Educators and staff will ensure:

- children are closely supervised when interacting with animals or pets
- animals and pets at the service are fed and cared for appropriately eg cages cleaned daily
- animal or pets do not access food preparation areas, sandpit or where children play, eat, sleep or rest
- room tasks include feeding, cleaning and caring for the animal
- all adults and children wash their hands after handling animals or pets
- children's animal or pets are only brought into the Service if first approved by the Nominated Supervisor
- pets accompanying families to the service are left at the gate.

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

Educator's Name	Educator's Signature

### Week 6, 6 to 10 March 2023 – 1.2.3 Child directed learning.



## 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 <b>MEETING</b> QIP and Self-Assessment Tool (SAT)	For <b>Exceeding</b> the QIP and Self-Assessment Tool (SAT)
<i>Please give a recent example of your children planning and setting up an activity they've chosen to implement.</i>	<b>Embedded Practice</b> <i>Please give an example of changes made in practice to support children's agency (ie ability to make and implement choices and decisions (eg see QIP/SAT Strength example).</i>
<i>Please give an example where you or your team supported children to assess and manage the risk involved in an activity or experience.</i>	<b>Critical Reflection</b> <i>Please explain how your 'child directed' curriculum connects with your service Philosophy.</i>
<i>Give an example showing how you or your team supported children's attempts to gain new skills or knowledge.</i>	<b>Engagement with families and community</b> <i>Please give an example showing how you actively seek out and use the voices, and views of children throughout the day (eg see QIP/SAT Strength example).</i>

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