

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

Section 3. Learning what is required for meeting.

The following section will show you exactly what to do to ensure your practice is meeting. You **do not** need to complete this section if you have successfully completed 'Section 2'.

Why is the element important?

Element 5.2.1 could help address several fears and behaviours that children may establish specifically if they are **not** supported to collaborate, learn from and help each other. For example:

1. **Fear of Rejection:** This fear can stem from past experiences or a lack of self-confidence.
2. **Reliance on Others:** Children may develop a reliance on their peers for support or answers, rather than building their own problem-solving skills.
3. **Unequal Contribution:** In collaborative activities, children may experience feelings of frustration or unfairness if they perceive an unequal distribution of effort or recognition.
4. **Competition and Comparison:** Some children may develop a competitive mindset or constantly compare themselves to their peers, feeling inadequate if they perceive themselves as less capable or successful.
5. **Reluctance to Seek Help:** While collaboration promotes learning from others, some children may hesitate to ask for help or clarification, fearing judgment or appearing less capable.
6. **Conflict Resolution Challenges:** Collaboration can occasionally lead to conflicts or disagreements among children.

To eliminate these children's fears, or potential behaviours we use what the element is requesting us to do and become meeting.



You must practice

It's important to acknowledge and address these fears or perceived fears that children may have. Here is a step-by-step guide on how to do so:

Fear of Rejection: Educators should create a safe and inclusive environment where every child feels valued and encouraged to participate, helping to alleviate this fear.

Reliance on Others: While collaboration is beneficial, educators should also promote independent thinking and provide opportunities for individual growth to ensure children develop a balanced approach to learning.

Unequal Contribution: Educators should promote equitable participation, establish clear expectations for teamwork, and guide discussions about sharing responsibilities and valuing contributions.

Competition and Comparison: Educators should foster a culture that emphasises cooperation, individual growth, and celebrating progress rather than focusing solely on competition or comparison.

Reluctance to Seek Help: Educators should create a supportive environment where asking for assistance is encouraged and viewed as a positive behaviour, emphasising that seeking help is a natural part of the learning process.

Conflict Resolution Challenges: It is important for educators to teach and model effective conflict resolution strategies, such as active listening, empathy, and compromise, to help children navigate and resolve conflicts constructively.

After reading these points, which one(s) do you think you doing well? Describe your practice in detail so it can go directly into you QIP or SAT (NSW only).

Week 15, 22 to 26 May 2023 – 5.2.1 Collaborative learning

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After reading these points, which one(s) do you think you need to work on?

Describe how you could improve your practice.

Scripts and practice examples of things you could say and do

Educator: "See how Amara is washing her hands? She's using the soap and scrubbing her hands thoroughly. Let's watch and learn together and remember to wash our hands just like Amara."

Educator: "Okay, let's talk about who wants to be the chef and who wants to be the cashier in our pretend restaurant. How can we work together to make sure everyone has a turn and shares the responsibilities?"

Educator practice: When invited, the educator joins children in a pretend tea party. They engage in conversations, take turns pouring imaginary tea, and listen attentively to the children's ideas and stories.

Educator: "Sophie, since you're great at drawing, would you like to lead the art activity today? You can show us your techniques and help us create a beautiful artwork together."

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Educator: "Carlos, we would love to learn more about your culture! Would you like to share a story or a special tradition from your family? It's important for us to learn from each other and celebrate our diverse backgrounds."

Educator: "Okay, team, let's brainstorm ideas for our science project. How can we work together to find the information we need, plan our experiment, and solve any problems that come up? Your ideas and input are important!"

Educator practice: The educator provides dedicated blocks of time in the daily schedule for children to work collaboratively on projects, allowing them to focus, collaborate, and complete their tasks at their own pace.

Educator: The educator designs activities like building challenges, art projects, or cooperative games that encourage children of different ages and genders to work together, fostering teamwork, respect, and learning from one another.

Educator: The classroom setup includes various areas with U-shaped seating arrangements for group discussions, encouraging children to face and engage with one another. The availability of loose parts and materials prompts collaboration as children can freely share and combine resources to build, create, and problem-solve together.

After reading these points, which one(s) do you think you doing well? Describe your practice in detail so it can go directly into you QIP or SAT (NSW only).

After reading these points, which one(s) do you think you need to work on? Describe how you could improve your practice.