

5.2.1

Collaborative learning

Week 15 – 22.5.2023
Monday to Friday



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 and MTOP**. 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	

Positive Interactions	ED1	ED2	ED3	ED4	ED5
Would a visitor to your room see you intentionally teach children the social skills they need to participate in group activities and/or develop friendships?					
Would a visitor to your room see you always model the positive social interactions you teach children?					
Would a visitor to your room see you sensitively intervene when needed to promote each child's inclusion and sense of belonging?					
Would a visitor to your room see you share books with children about friendship and helping others?					
Would a visitor to your room see you acknowledge children's positive interactions eg co-operating, negotiating, problem solving, helping others?					
Learning Together					
Would a visitor to your room see you encourage children to learn from their peers eg 'see how Annie is washing her hands?'					
Would a visitor to your room see you support children to negotiate roles and responsibilities in group activities and play?					
Would a visitor to your room see you respectfully participate in children's group play and activities when invited or opportunities arise?					
Would a visitor to your room see you provide opportunities for all children to lead group activities eg encourage children with skills/ strengths/ knowledge in particular areas to lead or contribute to learning in those areas?					
Would a visitor to your room see you encourage children to share their culture and daily lives with other children?					
Would a visitor to your room see you encourage children to work together eg to research, plan, problem-solve and make decisions?					
Would a visitor to your room see you give children time to collaborate and finish activities eg through flexible daily routines?					
Would a visitor to your room see you provide opportunities for children of mixed ages and genders to engage in safe group activities?					
Would a visitor to your room see your ensure spaces and resources encourage interaction and cooperation eg U shaped spaces, loose parts?					

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

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



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:

- The NQF Guide says children need ‘time and space’ to engage in collaborative experiences (p 250). How do you provide this for children, and how could you improve?
- How do you use the different knowledge, skills and background of each child to help children learn from each other? How could you improve?
- The NQF Guide says “older children can also learn life and social skills” from each other (p 250). How well do you support children to do this – and how do you or could you support younger children to learn life or social skills from other children?

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 playing and working together with my friends! It's really fun to share ideas and make cool things together. Sometimes, we get to do group projects or activities where we can work as a team, and that makes me really happy and special. But sometimes, I wish we could have more chances to work together. It would be awesome if there were special places we could build in.</p>	<p>It would be great if there were dedicated spaces or regular scheduled activities specifically designed for teamwork and cooperation. I think it would also help if educators encouraged us to collaborate more often and provided clear instructions and materials to support our collaborative efforts.</p>
<p>an educator</p>	<p>I create a space where children can work together. I give them time for group activities, discussions, and projects. I encourage teamwork and show them how to cooperate. To make collaboration even better, I can do more projects where kids of different ages work together. I'll make sure we have materials that help them play and solve problems as a team. I'll also watch how they work together and learn what they like, so I can plan.</p>	<p>Regularly observing and documenting children's collaborative interactions will help me understand their preferences and interests, enabling me to tailor future experiences to better meet their needs.</p>
<p>your families</p>	<p>I have noticed that the educators encourage group activities and provide opportunities for collaboration during play and learning sessions. To further enhance this aspect, it would be great if the service could organise more group projects, it is such an important skill to have, especially when you start working in teams in your job.</p>	<p>Continuous professional development opportunities for educators focused on facilitating and supporting collaborative experiences can also enhance their practices in this area.</p>
<p>theorist and current research</p>	<p>Incorporating flexible schedules and extended periods of uninterrupted playtime can enable children to engage in more sustained and meaningful collaborative activities. Educators can improve by regularly assessing and adapting the learning environment to meet the changing needs and interests of children, ensuring that resources and materials are accessible and promote collaboration.</p>	

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