For Meeting and **Exceeding** the Self-Assessment Tool (SAT) NSW ONLY

If you are using the NSW Assessment Tool, below are meeting and exceeding examples for your Self-Assessment Tool. Your examples can be submitted into the portal on a weekly basis – NSW Services only.

# 1.1.2 Child-centred

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

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?

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| To **MEET** the QIP and Self-Assessment Tool (SAT) | To **EXCEED** the QIP and Self-Assessment Tool (SAT) |
| *Give an example of a recent activity where you used a child’s culture in the program. Remember, culture is not nationality, but what they do in their daily lives.* | *How do the curriculum decisions you make to support Element 1.1.2 connect to the service philosophy?* |
| **Incorporating a Child's Culture**  Recognising a child's farming family, we established a mini garden plot within our centre, inviting all the children to participate in the planting process. This was designed for the child and an educational opportunity to discuss the importance of agriculture, sustainability, and how food is grown. It fostered an appreciation for the environment and understanding the cycle of plant life and enriching our curriculum with real-world experiences. | Our curriculum decisions, supporting Element 1.1.2, are deeply aligned with our service philosophy that emphasises child-centred learning, respect for diversity, and a commitment to sustainability. By embedding practices that foster children's agency, encourage exploration of the natural world, and celebrate cultural diversity, we create an inclusive environment that nurtures each child's potential. These decisions reflect our belief in holistic education, where learning is interconnected with community values and environmental stewardship. |
| *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.* | *How do you ensure the program considers the circumstances of every child ie how do you meet Element 1.1.2 for every child?* |
| **Engaging in Sustained Conversations**  While observing a child constructing from blocks, I approached them to learn more about their project. Through careful questioning and active listening, we had a conversation about their imaginative process, the story behind the structure, and the creative choices. This interaction affirmed the child's creativity and encouraged them to articulate thoughts and ideas, demonstrating sustained, meaningful conversations for language and confidence in expressing themselves. | We tailor our program to each child's unique circumstances through individual learning plans, regular observations, and incorporating family insights. We maintain flexible environments and encourage children's input, ensuring inclusivity and responsiveness. Continuous educator development in inclusive and culturally competent practices further supports a child-centred approach. This strategy ensures all children are valued and supported in their learning journey, reflecting our commitment to a holistic and inclusive educational experience. |
| *Give an example of a time recently where you changed the room routine/activity schedule allowing children to continue with an activity they did not want to stop?* | *Give an example of a time recently where you engaged with a child’s family or community to develop a child-centred program.* |
| **Adapting Room Routine**  Noticing the children's deep engagement for an art project, we made the decision to vary from our planned schedule, allowing them to continue their creative exploration. This adaptability in our routine underscored our commitment to valuing the children's interests and creative processes. By doing so, we sent a clear message that their ideas and interests are highly regarded, thereby enhancing their sense of agency and motivation. | *Recently, we collaborated with a child's family to integrate their cultural heritage into our program. The child's grandparents shared stories and traditional crafts from their Indigenous Australian background. We organised a cultural day where the grandparents demonstrated boomerang painting and storytelling, enriching our curriculum with authentic cultural experiences. This engagement not only supported the child's identity and connection to their culture but also fostered a deeper understanding and respect among all children for Australia's Indigenous cultures.* |
| *Please give an example showing how you learn about a child’s interests and ideas and include these in the program.* | *How do the curriculum decisions you make demonstrate you’re implementing the EYLF/MTOP?* |
| To learn about a child's interests and ideas, we actively engage in daily dialogues with the children, asking them what they would like to explore or do. For instance, after noticing a child's fascination with insects during an outdoor play session, we incorporated a mini-project on bug habitats. This involved setting up a bug exploration station with magnifying glasses, information books, and model insects, allowing children to investigate and learn more about their interests in a structured yet engaging manner. | Our curriculum decisions reflect EYLF/MTOP implementation through a structured approach. We link learning activities to specific EYLF/MTOP outcomes and indicators, ensuring every aspect of the curriculum is purposeful and outcome-focused. We explicitly use the wording from EYLF/MTOP indicators to highlight the direct connection between the activities and the framework's objectives. We engage in a continuous assessment and planning cycle, routinely evaluating children's progress and adjusting our curriculum to meet their evolving needs, aligned with the EYLF/MTOP. |
| *Please give an example showing how you find out what a child knows and can do and how you use this information to plan and implement the curriculum.* | *Give an example of how your regular reflections, or those with your team, help you deliver a meaningful curriculum that includes children’s* ***current*** *interests, strengths, ideas and abilities.* |
| To understand what a child knows and can do, we utilise the Early Years Learning Framework (EYLF) and My Time, Our Place (MTOP) indicators during our observations and interactions. For example, observing a child's ability to sort objects by colour and shape, we introduce more complex sorting activities that challenge their cognitive skills further. This information is shared with families and among educators, ensuring a cohesive approach to each child's learning. | Through regular reflections with our team, we ensure our curriculum remains relevant and engaging. For example, after observing children's growing interest in the natural environment, we decided to incorporate more outdoor learning opportunities. This initiative led to the creation of a 'nature explorers' program, where children engage in guided outdoor activities that build on their interests in plants, animals. These reflections allow us to adapt and enrich our curriculum, ensuring it aligns with children's current interests and strengths. |