Quality Area 1

Educational program and practice

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Trivia Question

Question: Name the two nationally approved learning frameworks

Answer:
- o Belonging, Being and Becoming: The Early Years Learning Framework for Australia (EYLF)
- o My Time, Our Place: Framework for School Age Care in Australia (FSAC)

Discussion Point

How does your service currently ensure that daily routines are child-focused rather than adult-focused?

Identify two daily routines that take place within your service, and describe a way in which these routines are, or could be more, child-focused.

Activity

Think of the learning environments you currently have available for children. Use your device to take a photo of the environment or experience which you consider most engaging.

Return to the group, and discuss each educator's photo:

- o Is the environment/experience child-focused?
- o Is the environment/experience inclusive?
- o Is the environment/experience suited to the children's abilities?

Discussion Point

Discuss the ways in which your service demonstrates that children's ideas, thinking and interests are valued.

Discussion Point

Scaffolding can be described as the educator's decisions and actions that build on children's knowledge and skills to enhance their learning (EYLF, page 14).

In what ways do you scaffold children's learning in your daily practice?

Discussion Point

The Early Years Learning Framework (EYLF) describes intentional teaching as 'educators being deliberate, purposeful and thoughtful in their decisions and actions' (EYLF, page 15).

Discuss an example of how you have successfully used intentional teaching strategies to support a child's learning.

Activity

Take a minute to individually brainstorm and list on a piece of paper all of the methods an educator might use to document a child's experiences, interests, thinking and learning? (For example, an educator may choose to use photographs or learning stories).

Each educator then shares their ideas with the group.

Discussion Point

What documentation of children's learning and development is currently accessible to families?

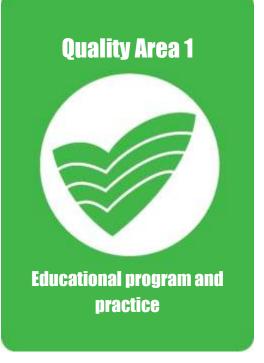How do you encourage families to access and contribute to this information?

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Discussion Point

Why do educators need to continuously observe and document children's learning and development?

Discussion Point

Choose one of the following children's interests and discuss how your service would approach the situation of a child with one of the following interests:

- o Snails
- o Weapons
- o Astronomy
- o Make-up

Discussion Point

Describe your current planning cycle for children's learning and development.

Discussion Point

Discuss four ways that infants may communicate with those around them.

How do you foster the development of relationships between infants?

For further information, see *Developing Children's Social and Emotional Skills* at www.kidsmatter.edu.au

Discussion Point

Critical reflection involves closely examining all aspects of events and experiences from different perspectives, with a focus on implications for equity and social justice (EYLF, page 45).

How does your service currently critically reflect on and evaluate its educational programs? How is this documented?

For further information, see *Reflecting on Practice* at www.earlychildhoodaustralia.org.au

Discussion Point

Agency involves being able to make choices and decisions, to influence events and to have an impact on one's world (EYLF, page 45).

How do you ensure that children's agency is supported in your service?

Does your service employ different strategies or practices for different ages, abilities or groups?

For further information, see *Supporting Agency: Involving children in decision making* at www.files.acecqa.gov.au

True or False?

Educators are required to use a specific template when documenting children's learning.

False. There are no mandated templates or programs for documenting children's learning or educational experiences. The NQS does not specify what types of documentation educators should use, or how often documentation should be produced. The key is to find appropriate ways to collect rich and meaningful information in each setting.

Scenario

Mia (four years old) has recently moved to your service from China. English is Mia's second language. She knows basic English greetings, but engages minimally with her peers, participating mostly in solitary play and sitting apart from the other children during group times. Mia spends a lot of time alone in the reading corner, looking through picture books. So far, the educator's attempts to involve Mia in group experiences and activities have been unsuccessful. The other children seem indifferent to Mia and do not seek her out to join in their play.

How will you, as Mia's educator, ensure that she is supported to participate in the program?
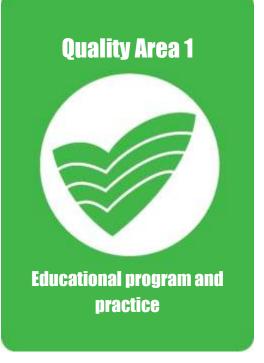
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Trivia Question

Question: What is a *curriculum*?

Answer: In early childhood education and care services, curriculum means 'all the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development' (EYLF, page 9).

Discussion Point

Jean Piaget, a developmental theorist, believed that children need to have control over their learning, and therefore require open-ended learning experiences.

How does this theory influence your practice when planning learning experiences for children?

Discussion Point

Lev Vygotsky, a socio-cultural theorist believed that children learn through social interactions.

How do the learning experiences you provide encourage social interactions among children?

Discussion Point

What do you consider the purpose of early childhood education and care?

Do you think it should have more of a focus on preparing children for school, or supporting children's learning and development?

Discussion Point

In the approved learning frameworks, Outcome 4 identifies how children develop dispositions for learning (EYLF, page 34; FSAC, page 33).

Can you identify one of those dispositions and an example of when you have observed a child displaying that disposition?

Discussion Point

Is it clearly evident in your service that children are given choices and can contribute to decision making in your service?

Are there ways in which this can be improved?

Discussion Point

How can your service improve the quality of information provided to families about their children's learning, development and participation in the program?

True or False?

Education and care services are not required to provide a program that is based on an approved learning framework.

False. The approved provider must ensure that a program is delivered to all children being educated and cared for by the service that is based on an approved learning framework (Section 168 of the National Law).