

An Appreciation Board

4.2.3

NQS

Element 4.2.3 Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

Regs

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You Tube

For great tips and to see what other centres are doing go to our new YouTube videos.
<http://www.youtube.com/watch?v=DPDzUdPaMS4>

An Appreciation Board

Step 1 Create an Appreciation Board. Watch the YouTube link for more information.

This could be made, for example, out of a photo frame or a laminated piece of paper.



Step 2 Decide who will be responsible for organising the Board this week.

Step 3 Decide which educator or staff member to feature this week.

Draw up a roster to ensure no-one is missed.

Step 4 Circulate the Appreciation Board

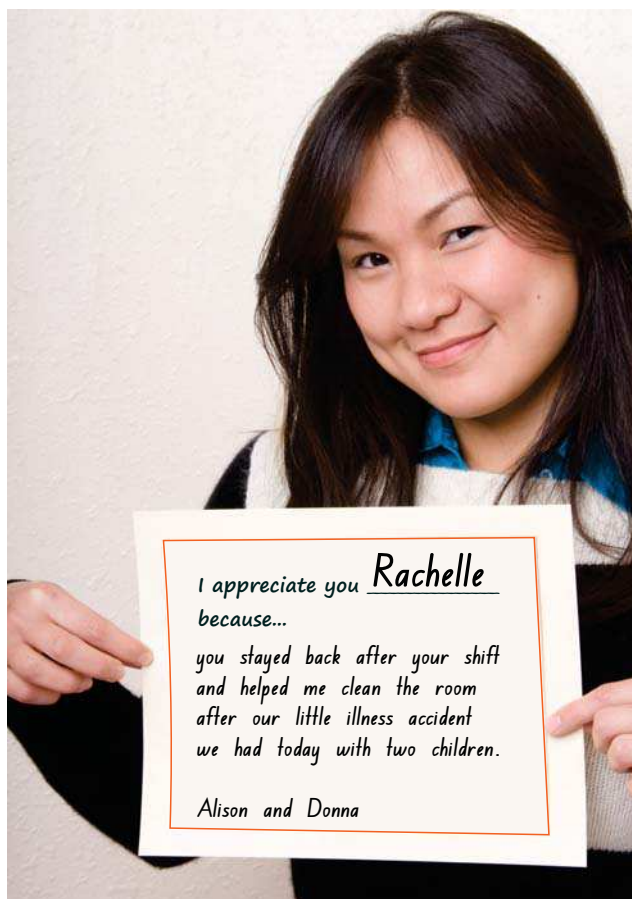
Circulate to other educators and staff and invite them to write something positive about the person.

Step 5 Review the comments and present the Appreciation Board to the featured educator/staff member.

This is the responsibility of the person responsible for organising the Board.

You may like to take a photo of the person receiving the appreciation board and place it in your staff room or on your centres facebook page.

You may like to have an appreciation board for the children to use.



Week 18. 10th to the 14th June 2013

Help Children Seek Out Alternatives

5.2.1

NQS

Element 5.2.1 Each child is supported to work with, learn from and help others through collaborative learning opportunities.
Element 1.1.5 Every child is supported to participate in the program.

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156 Relationships in groups

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Practise assisting children with problem solving. We need to assist children to generate as many ideas as possible and then help or guide them to choose the best solution or a few solutions.

The emphasis is on helping children approach problems with more flexibility and creativity. One strategy to promote problem solving is to play brainstorming games. They can be played anywhere, and help children of any age become more creative problem-solvers. They can also help to eliminate bullying.

Try this brainstorming game.

Step 1 - Set up a brainstorm game at group time

For example, ask each child to think of a new way to use the round basket. Tell the children it doesn't matter how silly your idea sounds. The object of the game is to come up with as many ideas as possible. When you are trying to solve a problem, you need to consider all the solutions that are possible, then go back and pick the ones that are the best.

Step 2 - Ask the children to think of at least twenty ideas in five minutes.



Step 3 - Write down ALL the ideas on a piece of paper.

"Put your toys in it." "Put it on your head like a hat."

"Wee in it." "Use it for a bucket in the sandpit."

"Use it for basketball." "Put dirty clothes in it."

"Put your baby sister in it." "Put money in it, like a bank."

Step 4 - Go through the ideas WITH THE CHILDREN. Circle the good ideas and ignore the silly ones.

How can you use problem solving strategies to help eliminate bullying?

Adapt the brainstorming game as shown below.

Step 1 - Play another round of the brainstorming game.

This time ask the children to come up with twenty things to do when children tease each other.

Step 2 - Ask the children to think of at least twenty ideas in five minutes.

Step 3 - Write down ALL the ideas on a piece of paper.

"Tease back." "Tell the teacher." "Walk away." "Find someone else to play with." "Stick our tongue out." "Ask them why they are teasing you."

Step 4 - Go through the ideas WITH THE CHILDREN. Circle the good ideas and ignore the silly ones.

Step 5 - Discuss how these solutions might work in their room.

Please note that like all skills involving logic and language, considerable practice is needed before children will automatically begin to see problems in terms of possible solutions. When the Brainstorming Game is played, it is usually best to play a fun or easy round like "think of a new way to use the round basket" first.



Week 18. 10th to the 14th June 2013

DO NOT use stencils

NQS

Element 1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.

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1.2.1

Week 18. 10th to the 14th June 2013

Snakes by Byford Child Care Centre Western Australia

One of our children went to a wildlife park on the weekend and held a snake with their grandparents. The child's grandparents also have a snake at home in which the child constantly visits and is able to interact with. As an extension on the child's family input sheet, the toddler staff made up some paint based on the individual child's choice of colours (red & blue). From there a snake template was created and each child in the toddler room was able to use texturised rollers to roll the paint onto their snake. The toddler staff hung the snakes in our 'natural tree branch' for the children to look at in the toddler room. Many of the children commented on the hanging snakes in the toddler room saying "snakes...big snakes".



X

This art work is NOT meeting Element 1.2.1 because it is educator directed.

What we need is stated on page 40 of the NQS guide under element 1.2.1.

- evidence that children's ideas, interests and points of view are heard and respected in planning for and assessing learning experiences
- examples of children's **representation** of their learning and work that is documented and displayed in sensitive and respectful ways



DO NOT use stencils or 'same same' representations of art and craft.

Even very young children always have more than one potential strategy to solve a problem. A nine-month-old trying to put a square peg in a round hole will try to bang it in, twist it in, try a new hole, and possibly throw it away in frustration (which is one way to solve an unsolvable problem). However, by the time children begin school, they begin to perceive that there are "right" and "wrong" answers. They gradually begin to give less weight to their natural ability to generate alternative strategies and solutions.

Stencils shut down children's natural creative thinking. Never use them. Just because some school teachers use them doesn't mean they are good. Some school teachers take the easy road.

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Background information. Matt and Kay from Centre Support visited Byford Care Centre and we suggested that the educators extend their own boundaries and work with the children to brainstorm 20 ideas that represent snakes. Now look at the wonderful difference.

20 snake activities

1. Sandpit play- let's see what we can make out of sand. Also educating the children on the texture of the snake.
2. Cotton tip painting- the children used cotton tips to dip into the paint and then use the cotton tip to paint their piece of paper. The children commonly painted dots and lines.
3. Sleeping snakes- this song is commonly used at educational workshops where the children lay down as snakes and when it's time to wake up they 'Sssssssssssssssss'.
4. Long piece of paper for interpretation or free drawing.
5. Play dough- the children chose what colour play dough they wanted (green) and helped mix the ingredients. The children were asked what they wanted to use with the play dough. The children walked to the art cupboard and chose matchstick, pop stick, tape, feather, pipe cleaner). The children thoroughly enjoyed using these objects and one child showed me his long snake!
6. String- the children were given a ball of string and wool and we looked at how long the string was. We then asked the children what they think this is... one boy told me it was a "scary monster" while another told me it was "skinny".



This brainstorming is meeting and exceeding Element 1.2.1



1.2.1

Week 18. 10th to the 14th June 2013



up a stick, an orange peel, and piece of string, a worm they found in the garden, a leaf and some soil.

8. Chairs- the toddlers got their chairs that we use at meal times and lined them up in a row. When I asked the toddlers what they were doing they replied "we are on a bus"

9. Ribbons scarves- during our daily dance routine, one of the educators got out some scarves and ribbons. Some of the children began to move their ribbons and started to hiss like a snake. We moved our scarves and ribbons on the floor and up in the air to see what movements we could see.

10. Boxes- we put out some recycled boxes in the toddlers room during quiet time. The children lined the boxes up so they made a long line. The children told one of the educators that they made a train. The children then put in the snakes and other reptiles into the boxes! As an extension the children got to paint the boxes so we could hang them in our room! The children used matchsticks, string, pop sticks and feathers as paintbrushes to paint the boxes.

11. Cooking- the children got to make some salt dough with the educators. The children were given the opportunity to make whatever they wanted out of their salt dough. One child made a long dough and told me that this was his "snake".

12. Goop/ corn flour goo- one afternoon the toddlers got to play with goop! They used their fingers and hands to play with the goop and made lots of patterns. The children told the educators that it was "slimy" and "sticky".

13. String painting- the toddlers were given string to use as a paintbrush when doing an art activity. This was to educate them on the different effects of objects as paintbrushes.

14. Leaves painting- incorporating the outside, inside. Educating children on the importance of nature and how we can use such objects as leaves and sticks in our everyday play to stimulate a child's interpretation and imagination.

15. Wooden blocks- wooden blocks were put out in the toddler room for children to use their imagination and fine motor skills to construct anything they want. One child again lined up the blocks in a row around the room and we then counted how many blocks that child used.

16. Flexi links construction- another construction based activity to extend on the child's previous block activity. The flexi blocks are connected via inserts.

17. Snake skins- the grandparent of the child brought in some snake skin for the children to touch and feel during an educational workshop. The children were asked what this looks like and what it feels like. The children replied with "hard", "bubbles" and, "long". Some children were a bit scared because they said it was "scary". We ensured the children there was no snake in this skin.

18. Sock puppets- we were donated a bunch of socks to the centre. The toddler educators thought it would be a great idea to create snakes out of the puppets with the children. We put them on our arm and used our snake voices. After this activity we left the children with their socks to see how they could extend on using this object. Some children lost interest while others, continued to use the socks as snakes and engaged in dramatic play with their peers.

19. Children's boxes- the children have individual boxes in the toddler room where they store their shoes and other pieces of clothing. One child during quiet time took the boxes out and stacked them up. I asked the child what they were doing and they replied "it's a tall snake"

20. Educational workshop on snakes- one of our students printed out some pictures of snakes and showed them to the children during an educational workshop. The children learnt about the different types and colours and shapes of snakes around the world. The children then showed the student

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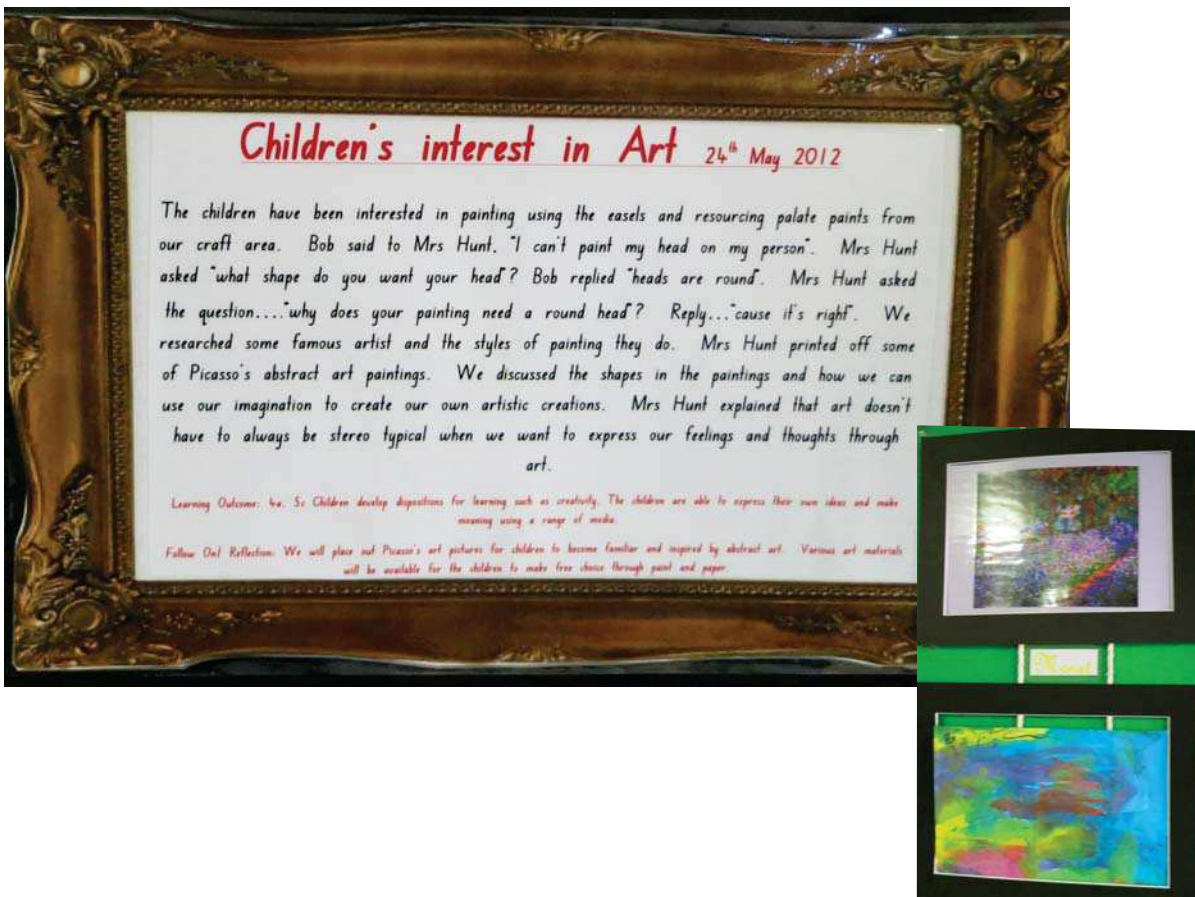
Week 18. 10th to the 14th June 2013

By using stencils and 'same same' art and craft YOU are:

- Stopping the development of a child.
- Not letting the children lead the learning.
- Not respectful to the children as you dominate what they will do rather than listening to the child.
- Not allowing learning to take place.
- Not allowing art to be used as literacy in which children can express themselves, what they know and what they have learnt. Art can tell a story and is a form of communication.
- Not promoting EYLF eg high expectations for children, holistic learning, intentional teaching and reciprocal relationships to be formed,

Your task this week is to send examples to Centre Support of how you have extended boundaries with the children and brainstormed at least 20 ideas based on a weekend sheet or an issue that has come up at your service.

Please email your examples of activities and photos to admin@centresupport.com.au



Curriculum Reflections

NQS

Element 1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.

1.2.1

Symbols	Total Symbols		Percent
Child Input ☆ ! ☆ ☆ ☆		%	
Family Input ○		%	
Educator Input △ ☆ ☆ ☆		%	

Count the symbols on your curriculum, add and divide by the total to get the %

Evaluate - were you happy with the % of the symbols? Yes No

What creative outcomes happened this week because you didn't give the children stencils?

What did you learn about the children because they were freely able to use their imaginations without guidance from educators?

What learning opportunities were generated and included in your curriculum because children were able to freely express themselves.

Monday

-5 -4 -3 -2 -1 0 +1 +2 +3 +4 +5
Worst day Best ever day

Tuesday

-5 -4 -3 -2 -1 0 +1 +2 +3 +4 +5
Worst day Best ever day

Wednesday

-5 -4 -3 -2 -1 0 +1 +2 +3 +4 +5
Worst day Best ever day

Thursday

-5 -4 -3 -2 -1 0 +1 +2 +3 +4 +5
Worst day Best ever day

Friday

-5 -4 -3 -2 -1 0 +1 +2 +3 +4 +5
Worst day Best ever day

What might you change at your Service after giving children's imagination "free reign"?

What did you learn about your own creativity this week?

What might you personally change or do differently in light of your own creativity?

Week 18. 10th to the 14th June 2013

Critical Reflections

1.2.3

NQS

Element 1.2.3 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

CHILDREN HAVE A STRONG SENSE OF WELLBEING

Educators constrain children's imagination and creativity, always providing solutions to problems, or stencils to complete. Children are never encouraged to brainstorm ideas or to initiate and contribute to experiences emerging from their own ideas.

Educators facilitate children's imagination and creativity, always helping children to think about multiple solutions to problems, never using stencils and always encouraging children to brainstorm ideas or to initiate and contribute to experiences emerging from their own ideas.

- 5 - 4 - 3 - 2 - 1 0 + 1 + 2 + 3 + 4 + 5
Worst case Best case

Why did you rank yourself with the number above?

Philosophy - How have you demonstrated your philosophy this week?

What would you need to do differently to achieve a ranking of +5?

Describe the best thing that happened this week with the children.

Week 18. 10th to the 14th June 2013

Theorist

NQS

Element 1.2.3 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

MTOP

Educators continually seek ways to build their professional knowledge and develop learning communities.

1.2.3

Week 18. 10th to the 14th June 2013

What do children at your Service see when there is a problem at the Service? When children watch educators calmly discussing a problem, reasoning things out, and weighing alternative solutions, they naturally begin to value and imitate this behaviour. On the other hand, if educators become irritable, argumentative, depressed, or overwhelmed by the problem, or decide just to ignore it, the children will learn to react the same way.

Here are some of the things children might overhear in a Service. "I can't believe she's late again. Can't anyone turn up on time?" "How am I supposed to complete all this documentation by tonight? It's ridiculous." "Well, if that had been fixed when I mentioned it this wouldn't have happened would it." "Nobody wants to do their job around here. Everybody takes the easy way. I've got a headache."

Educators have a responsibility as children's leaders to model problem solving behaviour. Psychologist Louise Hart explains that there are six leadership qualities leaders need to be able to manage and to solve problems effectively. They must:


1. have vision, direction, and goals.
2. communicate their leadership effectively.
3. keep others focused on the goals.
4. consider the needs of others.
5. support progress.
6. expect success and get it.


Do you demonstrate how to solve problems through your day-to-day words and actions?

Think of a recent problem you had at the Service. Using the chart below, tick off the statements that describe how you solved the problem.

Educator's Problem-Solving Checklist

- Yes No Did you try to think of several strategies to solve the problem?
- Yes No Did you clearly define the problem?
- Yes No Did you allow everyone involved in the problem to have a real say in its solution?
- Yes No Did you discuss the good and bad points of each idea, even those ideas that were not your own?
- Yes No Did you remain calm and refrain from blaming others?
- Yes No Did you make an honest attempt to have the solution work?
- Yes No Did you acknowledge other people's efforts in arriving at the solution?
- Yes No Did you make a backup plan in case the solution didn't work?

 What did we learn or discover that you are doing well?

 What can we improve on and how can you get there?