

Evidence of professional practice for (full) registration

1. CONTENT AND CONTEXT FOR LEARNING

1A. THE LEARNERS

My learners and reason(s) I selected them (including those with a disability)

Our kindergarten operates within a long day care service from 6.30am until 6.30pm. Our philosophy provides the children with a supportive, inclusive and understanding environment to aid each child to achieve improved outcomes regardless of their diverse strengths, abilities, interests, cultural practices. About 43 children attend our Kinder Group over different days. The Kinder is staffed by myself (teacher) and 2 assistant educators. Our children are from a wide variety of backgrounds and respecting this diversity is a major factor of our kinder program.

In term 1, taking into consideration the diversity of our group, one of our goals for all the children was to strengthen their social and friendship skills and to help them feel a sense of belonging within their kinder environment. We wanted children to develop strong and confident relationships with each other and with the teachers (both familiar and unfamiliar).

APST: 3.1- Establish challenging learning goals. Set explicit, challenging and achievable learning goals for all learners.

To achieve this goal, children needed a learning environment that facilitates opportunities to promote cultural awareness in all children. Embracing diversity also includes families and parents as important parts of our program. Our Term 1 program plan was designed on the basis of parent's ideas and suggestions regarding kinder program and on individual child development.

APST: 3.2 - Plan, structure and sequence learning programs Plan and implement well-structured learning and teaching programs or learning sequences that engage learners and promote learning.

We recognised some common interests of children within the whole group and we decided to promote cultural awareness and competence through these common interests, and these common interests also helped us to achieve our term goal.

ASPT: 5.1 - Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess learning.

In the beginning of Term 1, with the aid of the children's previous year summative assessments and through our observations, we noticed that all children are interested in animals, painting, drawing and story books. These common interests resulted in some wonderful friendships. Also, children showed interest in the Didgeridoo and the Australian map placed in the room from last year's program plan.

During the month of February, a book about Australia (The Bumpy Rocket Frog), read along with Australian a picture map, sparked interest in the “people with spears”.

Children’s interest and curiosity in Australia led me towards my inquiry question, “how do I support children to develop a deeper understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages?”

My idea is that by supporting variances in children’s understanding and respect of differences or diversity. This would help accomplish our aim of successfully developing some strong and confident relationships between individual children and give them the ability to build solid foundations for future relationships. My inquiry question also lead to another question – “how do I acknowledge and incorporate Aboriginal and Torres Strait Islander cultures in my program?” This question took us on a continuous journey, which is still ongoing as we create our own book on “**our journey of acknowledging our country.**” (Appendix 1)

APST: 5.4 - Interpret data from learners. Use assessment data from learners to analyse and evaluate understanding of content, identifying interventions and modifying teaching practice.

The National Quality Standard (NQS) makes it essential for Early Childhood Education and Care (ECEC) services and educators to understand, and help children learn about, the history, culture and contemporary lives of Aboriginal and Torres Strait Islander people. By delving into our question thoughts and ideas took us on our journey of acknowledging our country and covered all 5 learning outcomes of Early Years Learning Framework and Victorian Early Years Learning and Development Framework (VEYLDF) objectives.

1B. LEARNING CONTEXT

The range of learning levels of my selected learner, and how I know this

We observed that, based on each child’s previous year’s summative assessment outcomes, personal and co-educator’s observations, together with parent information, our kinder community consists of a diverse mix of abilities:

- * Some children suffered separation anxiety (only in term 1)
- * 2 Children – managing/self-regulating emotions when things don’t go their way.
- * One child – taking directions, regulating emotions, Parents denied support.
- * Most of the children demonstrated behaviours that are age / stage appropriate.
- * A few children are from bilingual backgrounds and converse in both languages fluently.

Factors affecting learning of my selected learners and how I address in my planning

- Different learning styles
- Maturity with the age of children/self-regulation
- Social skills/ participation and taking turns in new kinder environment
- Frequency of attendance
- Cultural backgrounds

- Gathering and researching information on Aboriginal culture

I made sure that children's current interests and ideas were facilitated within our indoor-outdoor program. To support all children, including children with separation anxiety, I incorporated parent suggestions, ideas and feedback to ensure that child feel belongingness when they enter their kinder. I designed 'All About Me' form for each child to collect as much information as possible about each child's interests, family and culture. We provided consistency within the learning environment and encouraged children to participate in setting up their own play areas.

We discussed with parents and educators how to support children with self-regulation, behaviour management strategies and implemented these strategies within our learning program. I also attended a professional development session for managing complex behaviours.

We incorporated children's ideas and participation into the learning program, including a range of learning activities based on Howard Gardener's Multiple Intelligences, to cater for the range of learning styles: visual/spatial, bodily kinaesthetic, musical, linguistic, logical-mathematical, interpersonal and intrapersonal, supported children's group participation and social skills. Finding common interests in the beginning of the term supported me and other educators to plan accordingly.

Our journey was led by children with open-ended questions within their learning experiences. We kept building on their interest and curiosity towards cultural awareness and acknowledging The Aboriginal and Torres-Strait Islander culture.

APST: 1.1- Using teaching strategies based on the knowledge of learner's physical, social and intellectual development and characteristics to improve their learning.

APST: 1.2 – Structure teaching programs using research and collegial advice about learning.

APST: 3.7 – Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.

APST: 6.4 – Undertake professional learning programs designed to address identified needs of learners.

1C. CONTENT FOR THE PROGRAM OF LEARNING

My annotated program of learning (showing curriculum / development, requirements, literacy / numeracy development, incorporation of ICT and understanding of ATSI histories, cultures and languages where it's relevant)

Our program of learning is shaped around **Guardian curriculum** which is inspired by the Reggio Emilia Approach and Boulder Journey School. The Guardian curriculum embraces meaningful play-based learning to create lifelong learners. This Curriculum, which falls under the Government's Early Years Learning Framework (EYLF), Victorian Early Years Learning and Developmental Framework (VEYLDF) and National Quality Framework (NQS), intends to maximise the potential of children through developing skills and aptitudes required for a rapidly changing world. I believe that children are initiators of their own learning and educators can facilitate intentional teaching by providing a simulating indoor/outdoor program where children have a variety of choices, freedom and ownership of their learning environment.

ASPT: 7.2 - Understand the implications of, and comply with, relevant legislative, administrative, organisational and professional requirements, policies and processes

Working with this curriculum supports gathering information or observation about children, families, educators and the community. Noticing what is happening. What can I see? What can others see? What do children notice about themselves? What do families notice? Looking for what is meaningful in my context and for children and families. Noticing Belonging, Being and Becoming, Practices, Principles and Outcomes. This helps us to identify stages of learning across five outcomes of EYLF. Families play an important part in developing a program plan for children. Parent input is integrated in our program plan, and is aligned with the outcomes of EYLF.

ASPT: 7.3 – Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and development.

These observations highlight the areas of interests and we question/analyse what learning and development is taking place, to make meaning of what has been observed. This informed our further planning for the term. Planning to support the pedagogy includes planning for individuals and groups, their routines, experiences, interactions, inside, outside etc. Planning for learning, both short and long term. Planning for Belonging, Being and Becoming. Planning for Practices. Planning for Principles.

Planning is modified according to emergent interests of the children, as their interests and ideas are the basis of our program plan for every term. Literacy, numeracy and developmental needs are facilitated within children's interest as we work on strength based approaches.

ASPT: 2.2 – Organise content into coherent, well-sequenced learning and teaching programs.

ASPT: 2.3 - Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.

1D. MY EVIDENCE OF PRIOR KNOWLEDGE OF LEARNERS

Previous year summative assessments demonstrated children's interest in animals, books and art work. My observations in term 1 highlighted these common interests of the children. Parents' feedback together with our individual observations and conversations with children demonstrated the interests of the children who were new to the service.

Children visited from different rooms and all the observations and previous year assessments highlighted the need to develop belongingness to the kinder environment and children also need to improve social skills within their new kinder community. When we reflected on the kinder group as a whole we discovered that common interests are the best grounds to develop social and friendship skills, facilitate respect for diversity, including Aboriginal and Torres Strait Islander culture.

ASPT: 3.6 - Evaluate personal teaching and learning programs using evidence, including feedback and assessment data from learners, to inform planning.

1E. LEARNING OUTCOMES FOR THE PROGRAM OF LEARNING

These outcomes were built on children's prior learning and current observations carried out by me and other educators within the children's zone of proximal development.

Outcome 1 -Identity: Children have a strong sense of identity.

Explore different identities and points of view in dramatic play

Outcome 2- Community: Children are connected with and contribute to their world

Children develop a sense of belonging to their kinder group. Explore the diversity of culture, heritage, background and tradition and that diversity presents opportunities for choices and new understandings.

Outcome 3- Wellbeing: Children have a strong sense of wellbeing

Children become strong in their social, emotional and spiritual wellbeing. Increasingly cooperate and work together in shared projects. (EYLF)

Outcome 4 - Learning: Children are confident and involved learners.

Children develop various dispositions for learning and develop range of skills (EYLF).

Outcome 5 -Communication: Children are effective communicators

Contribute their ideas and experiences in play and small and large group discussion.

Engage in enjoyable reciprocal interactions using verbal and non-verbal language

Using creative arts, such as drawing, painting, sculpture, drama, movement, music and story-telling, to express their ideas and make meaning.

(ATS)Standard4.1: Support participation of learners.

Practice Principle (EYLF): Respect the views and feelings of each child.

APST: 3.1- Establish challenging learning goals. Set explicit, challenging and achievable learning goals for all learners.

APST: 3.2 - Plan, structure and sequence learning programs Plan and implement well-structured learning and teaching programs or learning sequences that engage learners and promote learning.

MY PLAN FOR...

Learners who need extension beyond the general learning outcomes

- We gave the children opportunities to put their ideas into practice by giving them control over their play environment. They were allowed to design and move play materials around and set up their own play scenarios.
- We asked more challenging questions while reviewing the books we read in group time. Children reflected on their favourite page through visual arts.
- We motivated children and provided them resources for taking up a challenge of designing their own 'bush tucker' table cloth.
- Challenging children to say 'Hello' in different languages, available within our own kinder community (including parents and educator's cultural backgrounds. For example: saying hello in Vietnamese, Urdu, Mandarin, Hindi, Italian and others).
- Children with advance skills in painting were supported by providing an opportunity to paint on canvases. Later on, these canvas paintings were displayed in our art gallery.
- Children were also challenged with learning alphabets from the book 'A for Aunty'. This book showcases the important words from Aboriginal culture.

APST: - 2.5 Literacy and numeracy strategies. Apply knowledge and understanding of effective teaching strategies to support learners' literacy and numeracy achievement.

APST: - 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians. Provide opportunities for learners to develop understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages.

- Learning more about native Australian animals.

APST: - 2.1 Content and teaching strategies of the teaching area(s). Apply knowledge of content and teaching strategies of the teaching area(s) to develop engaging teaching activities

APST: - 1.4 Strategies for teaching Aboriginal and Torres Strait Islander learners. Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander learners.

APST: - 1.5 Differentiate teaching to meet the specific learning needs of learners across the full range of abilities Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of learners across the full range of abilities

Learners who need support or modification of teaching strategies to meet the learning outcomes

- Giving priority to animal related dreamtime stories during group time to facilitate whole group participation.
- Providing sensory play activities for children to maintain their interest and concentration. For example, making special land with glue and sand for our native animals, reflecting on stories through clay creations and finger painting etc.
- Watching cultural celebration videos to meet the needs of visual learners.
- Facilitating enough space for children with anxiety and behaviour regulations. For example, opening one more table for art work for children, so that they don't have to wait for their turn and other children can have their own time without rush. (Normally we have one art table that accommodate 6 children)
- Modifying the timing of group time and giving children more freedom to finish their ongoing play.
- Facilitating music, dance, drama, storytelling, visual arts to meet the needs of different learning styles of the children.
- Activities were planned for both indoor and outdoor environment to meet the different needs of children. Some children like to spend more time in the outdoor environment whilst others preferred indoors.

APST: - 4.1 Support participation of learners. Establish and implement inclusive and positive interactions to engage and support all learners in learning activities.

2. THE INQUIRY QUESTION

2A. THE INQUIRY QUESTION

My inquiry question and how it relates to improved learning

How do I support children to develop a deeper understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages?

2B. PROFESSIONAL LEARNING

When I've observed the teaching practice of others (at least one observation)

Date

10/12/2016

Who / what I observed

Teacher A - Early Learning Centre (Kinder programme)

What I saw / heard / experienced

The Centre provides an 'emergent curriculum' and this in turn creates an interest-based program provided in a flexible environment that fosters and promotes children's learning through play. It is designed to take into account children's strengths and interests, both as individuals and as a group.

Staff observe and identify the children's interests and provide resources and opportunities for the children to explore, discover, imagine, investigate and make choices. This allows the children to extend their curiosity in the observed interests, supporting the development of their social, emotional, personal, aesthetic, physical and cognitive skills, enabling the children to be active participants in directing their own learning at their own pace. The emergent curriculum also stimulates and encourages children's love of learning, thereby building the foundations needed for learning throughout life.

Their play spaces were designed for both individual and small group play. In term 1, they focus on belongingness and building respectful relationships among children by providing them ample time and opportunity to play.

The program plans are modified according to the children's emerging interest and I try to facilitate their learning goals within the program.

What I learnt

Through this visit and from my conversations with the centre's teachers I learnt that educators should consult with children and draw on their views and opinions as the basis for the construction of teaching strategies and learning experiences.

Children clearly understand that their contributions are valued and it was evident at the centre that children offer their ideas and opinions freely and enthusiastically.

This builds each child a strong self-esteem and a sense of identity, belonging and worth which stands them in good stead as they grow and develop and engage in relationships with a diverse range of people.

How does this help me address my inquiry?

This visit made me understand that our program plan should be based on children's ideas and opinions and learning should be facilitated within children's area of interest. Once we welcome children's ideas in our program, children feel respected and comfortable in their environment.

I planned everything within children's current interests and ideas. I observed children's interests through different strategies and then incorporated Aboriginal concepts within these interests and ideas. Once they became familiar with the concept they co-constructed their learning journey with us.

Professional conversation 1 (based on at least two discussions)

Date: 3/2/2017

Who I talked with:

Teacher B (Experienced colleague)

What we discussed:

How to design a physical space to make connections with children's interests and ideas within the kinder program and develop their understanding for First people of Australia?

What I learnt:

Teacher B believes that the design of the physical space plays a primary role in facilitating the development and maintenance of relationships, with indoor and outdoor spaces fostering children's capacity to understand and respect the natural environment and the interdependence between people, plants, animals and the land.

Setting up and modifying play spaces as per children's needs and opinions reduces behavioural issues and encourages group play. This in turn develops friendship and positive social skills among children. When children learn to show respectful relationships amongst themselves they show more respect towards their diverse community.

How does this help me address my inquiry?

Aesthetically pleasing play spaces can develop a child's appreciation and respect for the beautiful world around them and this inspired me in designing some play spaces incorporating the children's ideas. We provided the children with opportunities to develop an increase their understanding of interdependence between land, people, plants, animals and their integral part of Aboriginal culture. These opportunities were provided in both indoor and outdoor environment, always considering children's learning styles and preferences.

Professional conversation 2

Date: 10/02/2017

Who I talked with:

Teacher C (Primary Prep to Year 5 Teacher)

What we discussed:

How Teacher C engage and manage children's behaviour during whole group sessions, my focus was towards story telling sessions, especially if story is not related to animals.

What I learnt:

Teacher C shared her experience that children engage more if we change our tone of voice with the dramatic changes in the story. She also considers the size of the book. Children at this age are visual learners and they find it hard to engage with small books. Use of props and visuals or videos, after or before the session, help children to concentrate more during large group times and these props or videos accommodate different learning styles of children.

How this helped me address my inquiry?

This conversation provided me with effective strategies that I can use during whole group activities.

APST: - 6.1 Identify and plan professional learning needs. Use the APST and advice from colleagues to identify and plan professional learning needs.

APST: - 6.2 Engage in professional learning and improve practice Participate in learning to update knowledge and practice, targeted to professional needs and priorities of the education setting or system.

APST: - 6.3 Engage with colleagues and improve practice. Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.

Other professional learning I undertook to support my learners in relation to my question for inquiry (including PD in relation to my learners with disabilities)

I did a PD on agency of the child with Noah's Ark, which provided me the strategies to accommodate the different needs of children (specially children with separation anxiety) within my program. I also did an online training with Department of Education and Training on ASD, to assist should any child with special needs join our class. I contacted KOORI Education to gather more information on programs and practices to facilitate Aboriginal concepts in our program. I also contacted the Council and other agencies to find more about the traditional owners of the land on which our centre is located. However, we discovered that we are located on contested land and we decided to follow Kulin Nation for acknowledgement.

I also had conversations with parents about incorporating and acknowledging Aboriginal culture in our kinder program. We received positive feedback from parents. Some parents showed their involvement by bringing us some CD books from the library to read with children.

I have made sure that I have read and reflected on our policies (Behaviour Guidance, Inclusion and Equity, Code of conduct, Code of ethics}. By always having discussions between myself, other professionals, Educational Leader and with children's parents before implementing specific behaviour management strategies in my program. I also did a PD 'Managing complex behaviour' which helped me on critically reflecting on the cause of behaviour, provided some strategies (some of them were already applied in the program) and how to reflect on non-working strategies.

APST: - 7.1 Meet professional ethics and responsibilities Meet codes of ethics and conduct established by regulatory authorities, systems and education settings.

As our journey went beyond my inquiry question, I kept my professional development ongoing. I did a PD on 'creating connections' which focused on respectful attention given to children's words, actions, and productions, their natural capabilities, compassion, and empathy are strengthened in relation to self and others and learning is optimal. Project-based learning.

APST: - 4.4 Maintain safety of learners. Ensure the wellbeing and safety of learners within the learning environment by implementing curriculum and legislative requirements.

APST: - 7.4 Engage with professional teaching networks and broader communities. Participate in professional and community networks and forums to broaden knowledge and improve practice.

Engaging with all the above professional developments and discussions with colleagues and parents, has provided me different strategies that I used in my program plan and inquiry question.

- Inviting children's voices into the construction of their learning program and welcoming the diversity of views and their opinions.
- Malaguzzi defined the environment as the third teacher (Gandini 2011). Teachers to use space and materials to ignite learning.
- 'Connections and continuity between learning experiences ... make learning more meaningful' (EYLF, p. 33).
- Use of props, and visual images around the learning space and dramatic tone of voice can facilitate more engagement and concentration as children under the age of eight are more visual learners. During the first eight years, children are developing their visual acuity. Their perceptions of objects, movement, and print are expanded as they have opportunities for experiencing interesting visual images (**Rebecca Isbell – Early Childhood Australia**)
- Using integrated approach towards intentional teaching, that is, facilitating intentional teaching within children's ongoing ideas and interests. - Early Years Learning Framework
- Parents are the first teacher of the child and they should be one of the participants in the learning program of their child.

APST: - 6.2 Engage in professional learning and improve practice Participate in learning to update knowledge and practice, targeted to professional needs and priorities of the education setting or system.

APST: - 7.3 Engage with parents / carers Establish and maintain respectful collaborative relationships with parents / carers regarding their children's learning and wellbeing.

3. THE ACTION PLAN

THE ACTION PLAN

Documentation of

- *my action plan to address the learning outcomes arising from my question for inquiry, including timelines and activities*
- *learning outcomes modified for particular learners and reasons for this*
- *specific learning resources, practices and activities I used to support learners, including those I used to meet individual learning needs*
- *assessment tasks I used to assess learning and provide formative and summative feedback to learners*
- *where I have applied my new knowledge to my teaching practice.*

My action plan to address the learning outcomes arising from my question for inquiry, including timelines and activities

My inquiry question was not time bound, it was more elaborate and focused to support children in developing a deeper understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages through play. I am attaching a copy of our documentation which records the activities and learning experiences provided to children within their interests and followed up further with children's ideas and opinions. (Appendix 1)

Learning outcomes modified for particular learners and reasons for this

Children were given opportunities to explore their learning environment and their environment was improvised from time to time with children's increased understanding of the Aboriginal culture. Learning outcomes were achievable as the whole classroom environment was designed within children's interests and this learning environment was modified only to challenge their learning through their ideas and opinions. (Appendix 2: monthly program plan)

Specific learning resources, practices and activities I used to support learners, including those I used to meet individual learning needs

Different learning experiences were set up at the same time to accommodate different learning styles of the children within the whole group. This also helped children to regulate their emotions as they faced less waiting time and enjoyed more independence.

Animal play, painting and drawing were set up indoor as well as outdoors to provide consistency to children and support their choice of play. Some children focused more while playing outdoors.

APST: - 4.3 Manage challenging behaviour. Manage challenging behaviour by establishing and negotiating clear expectations with learners and address issues promptly, fairly and respectfully.

I initiated story telling with dreamtime stories that were related to animals as children showed lot of interest in animals and whole group was concentrating on these stories.

I linked these books to art activities, supporting the children who were more interested in painting and drawing. This linking helped creative children to concentrate more on the story and later on these children were able to paint their favourite page or character without looking at the book.

Hello song was introduced to begin morning group time and children had an opportunity to talk and discuss different things with each other and with educators. Later on this song was extended to greeting educators and parents in their home language and this supported more parent participation and bilingual children felt more belonging within the kinder group.

Children who were interested in dramatizing their favourite story - Tiddalick the Frog. We invited 'Drama Tool Box' to our Centre and children participated with full enthusiasm in this large group play. This incursion also sparked curiosity among children and they started exploring more about other cultures.

ICT was used to for the children who focused more on visual learning. For instance, children wanted to see Harmony day parade and they followed their interest by making their own flags and doing a parade within the centre.

I focused on time frames and made sure that children were never rushed to finish their play.

We incorporated arts, music, drama, outdoors to accommodate different types of learning intelligences.

APST: - 1.3 Learners with diverse linguistic, cultural, religious and socioeconomic backgrounds Design and implement teaching strategies that are responsive to learning strengths and needs of learners from diverse linguistic, cultural, religious and socioeconomic backgrounds.

APST: - 3.3 Use teaching strategies Select and use relevant teaching strategies to develop knowledge, skills, problem solving, and critical and creative thinking.

APST: -3.5 Use effective communication (with learners) Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learners.

APST: - 4.5 Use ICT safely, responsibly and ethically Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

APST: - 2.6 Information and Communication Technology (ICT) Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.

APST: - 3.4 Select and use resources Select and / or create and use a range of resources, including ICT, to engage learners in their learning.

Assessment tasks I used to assess learning and provide formative and summative feedback to learners

Children were engaged in reflective thinking after each story session. Children had their own questions to solve after every story and this facilitated problem-solving and other learning dispositions.

Children engaged in discussions and this promoted comprehension and verbal communication among the whole group.

Children used to describe their favourite part of the story and what that means to them also demonstrated their concentration and listening skills.

We observed children painting and drawing their imaginations and their reflections from the stories or play environment, this demonstrated their levels of gross and fine motor and cognitive development.

Children expressed their opinions and ideas about different countries and they also asked parents about different nationalities. Children shared their nationalities and talked about their visits. This led us towards learning “I am Australian” song.

Children also started to recognise signs and symbols or books they have seen outside kinder, for example at library or shopping centre or sibling’s schools. So, we organised a time to share those things during afternoon group time.

Children were observed and their stories and conversations were documented in their portfolio and the learning journey started with this inquiry question is documented in a book and children are able to revisit this book every day. While reading this book, children are able to reflect themselves on past and present.

Parents are updated every day through a daily reflection blog with pictures. Our program plan is displayed in the room and is accessible to parents and other educators. Individual development and assessment reports are sent to parents through learning stories via story park.

Observations and children’s interest and their level of understanding in the month of February was the base for March’s program plan.

APST: - 5.2 Provide feedback to learners about their learning. Provide timely, effective and appropriate feedback to learners about their achievement relative to their learning goals.

APST: - 5.3 Make consistent and comparable judgements. Understand and participate in assessment moderation activities to support consistent and comparable judgements of learning.

APST: - 5.4 Interpret data from learners. Use assessment data from learners to analyse and evaluate understanding of content, identifying interventions and modifying teaching practice.

APST: - 5.5 Report on achievement of learners. Report clearly, accurately and respectfully to learners and parents / carers about achievement, making use of accurate and reliable records

Where I have applied my new knowledge to my teaching practice

Please refer to the ‘Our Journey of acknowledging the country’. Appendix 1.

Activities are described with pictures and this Appendix 1 proves following standards

APST: - 1.3 Learners with diverse linguistic, cultural, religious and socioeconomic backgrounds Design and implement teaching strategies that are responsive to learning strengths and needs of learners from diverse linguistic, cultural, religious and socioeconomic backgrounds.

APST: - 1.6 Strategies to support full participation of learners with disability Design and implement teaching activities that support the learning and participation of learners with disability and address relevant policy and legislative requirements.

APST: - 4.2 Manage learning and teaching activities Establish and maintain orderly and workable routines to create an environment where time is spent on learning tasks.

4 IMPLEMENTING YOUR ACTION PLAN

4A. PROVIDING FEEDBACK ON THE ACTION PLAN

Based on at least three visits. You may record these separately or consolidate them into one entry.

Mentor / experienced colleague visits – date

Teacher D Teacher D – Dates of visits (9/02/2017), (3/03/2017), (3/04/2017)

Signature (mentor / experienced colleague)

Summary of discussion and actions arising

Visit one with Teacher D (09/02/2017)

In her first visit, Teacher D observed the room environment, children's current interests and how the children were very comfortable in their learning environment. She found that the incorporation of children's ideas and opinions into our kinder program is supporting children's social and emotional development, as well as extending their learning and development alongside and in collaboration with, their peers. We also discussed how I want my inquiry question to blend into our daily program, within children's daily play and learning.

Teacher D highlighted the value of research as a process and how questioning strategies will facilitate this process. She explained that the teacher's role is to support the development of children's research skills, language and resources to support their thinking and to unravel their own truths in the discovery process. She also explained that there is no longer one right way doing anything, but rather multiple ways of achieving outcomes according to unique learning styles and preferences. It also opens up endless possibilities for curriculum, and for sharing a deep understanding of children's learning with the broader community.

Action:

I set up different experiences with in arts (painting, pasting, drawing, easel painting) indoors and outdoors and encouraged children to achieve their learning outcomes through their own learning styles. Open- ended questions became a part of every story telling session and at group times.

Visit two with Teacher D (03/03/2017)

Teacher D was impressed with the complexity of children's art work and their huge interest in painting. She also observed that I have utilized a lot of aboriginal art within our art area to encourage appreciation of their own and other peoples' art. She asked me whether I have discussed this with the children and whether they understood the significance of these art pieces within the Aboriginal culture. I explained that we have discussed the meaning and significance of the art with children and that some of the art was related to the stories that we have read at our story sessions. Considering children's interest, Teacher D suggested to focus on the concept of land and people and let children relate it in the Aboriginal context through questioning.

Action:

By this time of the month, children were concentrating more in story sessions and I chose to read books related to land and people, for example Special Land, Sorry Sorry, Sam's Bush Journey and Magic Boomerang. These books were very not specifically related to animals and I observed that children were demonstrating the same level of concentration with these books as well, even though there were no animals in these stories. I assessed that children are becoming familiar with the routines and story time is supporting their concentration and reflective thinking.

Visit three with Teacher D (03/04/2017)

In this visit, Teacher D highlighted that displaying children's art work within our kinder environment supports children's belonging and developing their confidence and self-esteem. She also saw parents taking pictures of their children's art work and indicated this reflected an aspect of their involvement in our kinder program. She also highlighted that providing different opportunities within the visual arts experiences is also supporting children in regulating their behaviour. She commented on and supported the 'time' provided to children for their play/learning. She noted that the children were quite relaxed and engaged due to the fact that they are getting ample time to finish their play/work.

She observed that the children's understanding about Aboriginal culture is reflected in their dramatic play scenarios, sensory play (clay and play dough) and art work. Children are getting engaged in questioning each other and educators after reading the 'Sorry Sorry' book. Teacher D also mentioned that using natural resources for play is supporting children's

understanding of our natural world and its connection to indigenous culture. For example: using palm bark for creating replica Boomerangs. She commented on how our creative arts is supporting Literacy and Numeracy goals for children. For example: Children were practicing writing their names on their art work and puzzles were helping their cognitive development. They were learning about area, space and pattern through arts.

Action:

We made an art gallery for displaying our children's art work. Families have established a relationship with our art gallery and they are always curious to see our displays. Our journey is still going on. I am following the Guardian curriculum to support children's understanding and learning within their interests, ideas and opinions. Teacher D is still coming for visits and supporting us on our Reggio -Emilia inspired curriculum.

4B. GATHERING OTHER EVIDENCE

- *not all descriptors of the standards may be demonstrated in your inquiry process*
- *your mentor / experienced colleagues may have witnessed actions or practices you used that could evidence a standard or descriptor - where standards descriptors have not been evidenced in the documentation of your inquiry into practice, this additional evidence can be used*
- *this section should be completed by your mentor / experienced colleague where you wish to provide additional evidence - specific details of your actions or behaviour need to be documented.*

APST: 3.5 Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learners

APST: 3.4 Select and use resources

The teacher uses open-ended questioning strategies during her conversations with the children. She always selects appropriate books and uses natural materials and resources for children's learning environments. The teacher also uses visual prints and other resources to support children's learning and always makes sure that laptops and iPad are used appropriately for informational videos, investigation and musical sessions. Children actively participate in the documentation of their own learning and this is available for group and self-reflection, as well as providing another point from which to bounce off and extend their learning.

APST: 3.7 Plan for appropriate and contextually relevant opportunities for parents / carers to be involved in their children's learning

The teacher regularly seeks parent's feedback, verbally via brief meetings at drop off and pick up time, through Story Park and emails. Parent – teacher interviews were also conducted and sets mid-year goals for children in collaboration with the families.

Parents often bring in resources – sea shells, shelf for the library, recycled materials and books related to our program. This is acknowledged in a variety of ways, including the documentation of children’s engagement with the resources, identifying the learning that occurred and their benefits.

APST: 4.4 Ensure the wellbeing and safety of learners within the learning environment by implementing curriculum and legislative requirements

APST: 1.6 Design and implement teaching activities that support the learning and participation of learners with disability and address relevant policy and legislative requirements

The teacher always upholds regulatory requirements. A few examples are:

- 100 Risk assessment must be conducted before excursion
- 101 Conduct of risk assessment for excursion
- 102 Authorisation for excursions
- 73 Educational program
- 74 Documenting of child assessments or evaluations for delivery of educational program
- 155 Interactions with children
- 156 Relationships in groups

She also completes regular checks, for example daily yard check before starting the kindergarten session. She inspects the room and outdoor equipment daily to ensure the environment is safe. Safety rules are discussed every morning with children and Jyoti make sure that children remember to follow safety rules. During my visits, she has demonstrated that she works within the values of The Victorian Teaching Professional Code of Ethics and Conduct.

The teacher’s room layout supports learning and participation of all learners, as play spaces are designed to meet the needs of both individual and groups of children. For example, there are play spaces where children can play in small groups and there are play spaces for solitary play. There are sensory play experiences in the room to support children’s emotional wellbeing and experiences are planned for indoors and outdoors, occurring concurrently. Appropriate space is provided for children to engage in large group experiences. When setting up play areas outside she always makes sure that there is an appropriate distance between two pieces of play equipment.

APST 5.3 Make consistent and comparable judgements

The teacher always has discussions with the room educators, educational leader and with me to review learning documentation and to establish consistent reporting to parents. She has collaborated with the educational leader to develop assessment tools for mapping learning outcomes.

APST: 7 Engages with teaching colleagues, professional networks or the broader community

APST: 7.4 Participate in professional and community networks and forums to broaden knowledge and improve practice

The teacher has willingly collaborated with families and primary school teachers to support smoother transition for kindergarten children. She has collaborated with community for incursions, for example, dentists, local police station and fire brigade services. She is also in contact with [REDACTED] council to organise an incursion with local Aboriginal community members.

She keeps updating and increasing her professional knowledge through continuous professional development offered by Guardian and through external sources (PD's are updated on her VIT portal).

Recently she attended a PD to support learning through ICT (iPad) and how to collaborate with parents for using iPads for classroom learning.

APST 7.1 Meets professional ethics and responsibilities

APST 7.2 Complies with legislative, administrative and organisational requirements

The teacher has always worked per confidentiality and privacy laws and policy and she is efficient in maintaining all personal details, observations and paperwork appropriately. She has demonstrated that she consistently works cooperatively with, centre manager, educational leader and her colleagues, in the best interests of her learners. She has also sought assistance as required from the educational leader and myself.

The teacher has worked continuously to be aware of all relevant departmental policies. She regularly refers to policy and procedures followed by Guardian and the Department to guide her practice.

5. EVALUATING THE EFFECTIVENESS OF PRACTICE

5A. ASSESSING LEARNING

Annotated samples of work from my learners and discussion of achievement of learning outcomes

I am attaching a copy of the book '**Our Journey of acknowledging our country**' as this display book shows the progression of my inquiry question. This copy sent to VIT is from February to July, but our journey is still going on. Original book is placed in our kinder room and we are still updating it with the time. This book summarises all the standards and outcomes. I believe all the children have achieved their learning outcomes within the EYLF and Guardian Curriculum.

5B. EVALUATING THE EFFECTIVENESS OF PROFESSIONAL PRACTICE

Prior to my inquiry, the children in my kinder group have no specific knowledge of Aboriginal and Torres Strait Islanders culture.

Providing them several opportunities within their interests supported a deeper understanding about Aboriginal and Torres Strait Islanders culture. Children developed more respect towards diversity. I was a co- learner with the children and I also increased my understanding on diversity.

At this point of time, kinder children know a lot about aboriginal culture. They are demonstrating an understanding of respect towards First People of Australia. Children are using their signs and symbols in their art work.

Children recognise their art and resources and able to give information on these resources to others.

Children are able to sing their lullaby and songs confidently and we can hear these songs during their play.

This inquiry question helped me further my research and reflect on my questioning skills. I will continue to use these strategies that I already have in place while pursuing my inquiry question and will adjust according to children's needs and opinions. I will continue to pursue my professional development and research to enhance my teaching and learning.

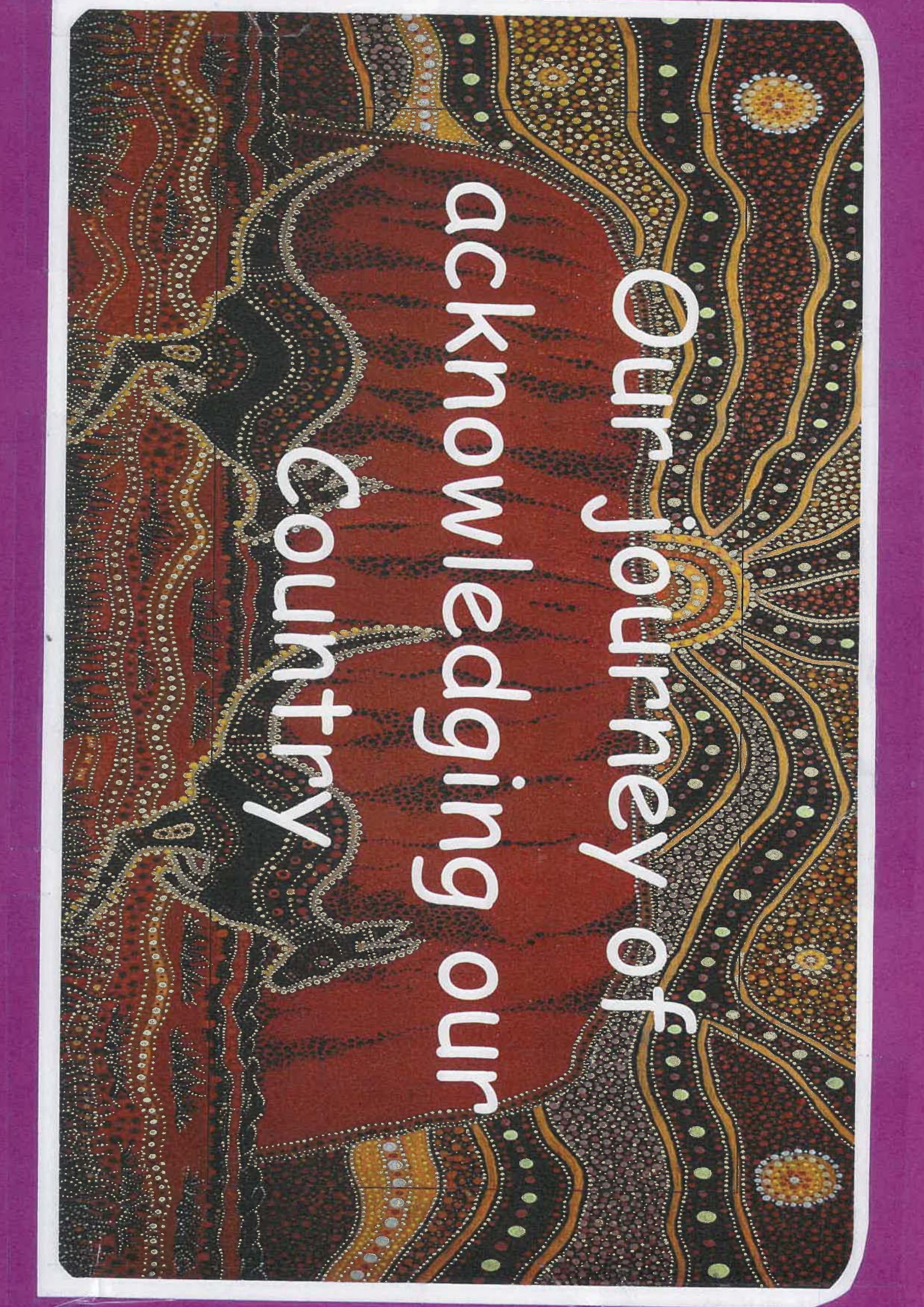
	<ul style="list-style-type: none">Encourage children to participate in open-ended experiences and large group discussions for using their language and representations from play meaning.Recognising and supporting children and families to manage transition and room routine of kinder room. It contributes to children’s wellbeing.			
Experiences Sharing ideas.	Short-Term goals Linked to EYLF in Practice.	Parent Participation, Community Input or Collaboration.	Emerging Interests of the children.... Daily Experiences	Follow up/ Extension o
Learning sheets Teaching and (it) cy, numeracy, (tor skills)	Communication: Children engage in recognising their name and practice writing different alphabets. (EYLF)		Writing their name on art work.	Name tags and flash cards
ditional teaching s choice and eracy games/ out me” and s	Communication: contribute their ideas and experiences in play and small and large group discussion (EYLF) Engage in enjoyable reciprocal interactions using verbal and non-verbal language Community: Children develop a sense of belonging to their kinder group.	Posting stories from home on story park	Interest in books Singing songs and dancing Getting to know each other	Sharing “All About Me” children. Introducing “Hello” song meeting.
y to express our ions. otor, sensory, emotional , also hand and ation and	(ATS)Standard4.1: Support participation of learners. Practice Principle: Respect the views and feelings of each child. Learning: Children develop various dispositions for learning and develop range of skills (EYLF).	Parents are bringing recycle materials and sea shells.	Making handbags, wrapping gifts, kites Drawing Play dough and kinetic sand	Providing different art activities Self-serve art and craft Painting Recycle materials
	Learning: Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising.		Puzzles	Different types of puzzles, numeracy puzzles, shape

	social, emotional and spiritual wellbeing. Increasingly cooperate and work together in shared projects. (EYLF) Engage in increasingly complex sensory-motor skills and movement patterns, combine gross and fine motor movement			Cars and trains. Legos Mobilos Connectors	different shapes. Shapes connected Hammer and nails to create connected designs.
pretend play	Identity: Explore different identities and points of view in dramatic play			Cooking Mums and Dads Pretending to be at office and at home	Home corner with resources. Cubby house. Reading corner
onment	Wellbeing: Children show enthusiasm for participating in physical play and negotiate play spaces to ensure the safety and wellbeing of themselves and others.			Children are focusing on balancing. Cubby house play Cooking in sand pit. Playing with animals and water	We are providing equipment to facilitate play. Assisting children with cubby houses. Setting up a kitchen. Providing sea animals.
transition to Kinder	Wellbeing: Support smoother transitions and prepare children for kinder room routine.				Encouraging self-regulation. Assisting children with transitions by reminding them of routines.

Critical Thinking Points for continuous improvement:

<ul style="list-style-type: none"> Encourage children to participate in open-ended experiences and large group discussions for using their language and representations from play meaning. Recognising and supporting children and families to manage transition and room routine of kinder room. It contributes to children's wellbeing. 				
Experiences /Intentional	Short-Term goals Linked to EYLF in Practice.	Parent Participation, Community Input or Collaboration.	Emerging Interests of the children.... Daily Experiences	Follow up/ Extension on
<p>Designing sheets for writing and children's</p> <p>cy, cognitive and</p>	<p>Communication: Children engage in recognising their name and practice writing different alphabets. (EYLF)</p> <p>Practice Principles</p> <ul style="list-style-type: none"> Learning Outcomes Australian Teaching Standards (ATS) 	<p>Parents are encouraging children to sign their names in.</p>	<p>Writing their name on art work.</p> <p>Writing their name on sand or chalk boards.</p>	<p>Name tags and flash cards</p> <p>Providing Chalk boards</p> <p>Different types of textures and crayons.</p>
<p>ts:</p> <p>ity is connected to</p> <p>Outcomes in the Learning Framework (2009)</p> <p>ay to express our</p> <p>ions. Supports fine</p> <p>ognitive, emotional</p> <p>, also hand and eye</p> <p>concentration.</p>	<p>(ATS)Standard4.1: Support participation of learners.</p> <p>Outcomes 4 (Children are confident and involved learners) and 5 (Children are effective communicators). Outcome 4 highlights creativity as an important learning disposition that impacts on learning throughout life.</p>	<p>Parents are bringing recycle materials and sea shells.</p>	<p>Painting from Aboriginal books and their print</p> <p>Drawing</p> <p>Play dough and clay</p> <p>Collecting leaves and natural materials from outside for pasting</p>	<p>Self- serve art and craft materials</p> <p>Easel Painting, Reflect books.</p> <p>Making their Dream catchers</p> <p>Making collage</p>
<p>pretend play</p>	<p>Identity: Explore different identities and points of view in dramatic play</p>		<p>Cooking</p> <p>Mums and Dads</p> <p>Pretending to be at office and at home</p>	<p>Home corner with different materials</p> <p>Reading corner</p> <p>Animal corner with different animals on self -serve animals</p> <p>natural materials included branches.</p>
<p>ce</p>	<p>Wellbeing: Respond through movement, music, dance and storytelling</p>		<p>Gummy bear song</p> <p>I like to move it move it</p>	<p>Multi-cultural songs</p> <p>Hirani</p> <p>Korani</p> <p>Gangnam style</p>

	<ul style="list-style-type: none"> Australian Teaching Standards (ATS) 				
and Manipulative	<p>Wellbeing: Children become strong in their social, emotional and spiritual wellbeing. Increasingly cooperate and work together in shared projects. (EYLF)</p> <p>Engage in increasingly complex sensory-motor skills and movement patterns, combine gross and fine motor movement</p>		<p>Children are building structures.</p> <p>Cars and trains.</p> <p>Legos</p> <p>Mobilos</p> <p>Connectors</p>	<p>Legos, Shapes co</p> <p>Hammer and nai co to create designs.</p> <p>Magnets</p> <p>Self -serve loose materials</p>	
me: intentional teaching children's choice and literacy and numeracy ; stories from home Positive choices, ure and on any other ests of children during	<p>Communication: contribute their ideas and experiences in play and small and large group discussion (EYLF). Engage in enjoyable reciprocal interactions using verbal and non-verbal language</p> <p>Community: Children develop a sense of belonging to their kinder group.</p> <p>Wellbeing: respond through movement to music, dance and storytelling of their own and others' cultures.</p>	<p>Posting stories from home on story park.</p> <p>Brought their pets for a visit to kinder</p>	<p>Interest in dreamtime story books</p> <p>Stories from home</p> <p>Learning about Australian Map with "Bumpy Rocket Frog"</p>	<p>Introducing "Hello" meeting.</p> <p>Super helper of choices</p> <p>Saying 'hello' i home.</p>	
onment	<p>Wellbeing: Children show enthusiasm for participating in physical play and negotiate play spaces to ensure the safety and wellbeing of themselves and others.</p>		<p>Children are focusing on balancing.</p> <p>Cubby house play</p> <p>Cooking in sand pit.</p> <p>Playing with animals and water</p>	<p>We are pr equipment to fac</p> <p>Setting up a kitch</p> <p>Providing sea anim</p> <p>Bear Hunt experi</p>	
ransition to Kinder	<p>Wellbeing: Support smoother transitions and prepare children for kinder room routine.</p>			<p>Encouraging self-</p> <p>Assisting children</p>	



Our journey of acknowledging our Country

1st February 2017 onwards.....

Our journey of acknowledging our country started when children joined the dolphin room from turtles and ladybugs. Children were quite curious to explore play materials and experiences which were set up in the room. We as educators, had set up the room according to their interests mentioned in their past year's summative assessment, however there were a few things in the room from last year as well, for example the didgeridoo and different types of maps of Australia. Children started looking at them, exploring them and asking questions about The Didgeridoo. We, as educators informed children about the didgeridoo and how it belongs to the Aboriginal people and the ways we can explore different sounds from the didgeridoo. We asked open-ended questions about the maps and encouraged children to identify and connect with the aspects of their country.

"This is an island as it is in the middle." "Who is this man in the middle of the map?"

"It got different land colours and different animals". "This is Australia, we got a world map at home".

"We live in Australia". "We live in point cook". "My mum said we live in Melbourne".

During this whole month, this kinder group showed strong interest in reading books on animals, playing with animals, and engaging in art work. We started reading "The Bumpy Rocket Frog" book along with our Australian map. In this book, bumpy rocket frog travels to different parts of Australia and meets different animals. This book was read many times on children's request and we saw their interest in knowing more about their country, especially about the man, in the map.

Following on children's interest and curiosity, we started reading Dreamtime stories at our group time and this was the beginning of our learning of acknowledging our country and our little steps towards our journey supported all the outcomes of our Early Years Learning Framework.

Standard 1 :- know learners and how they learn.

Standard 2 :- know the content and how to teach it.

Standard 3 :- Plan for and implement effective teaching and learning



in their assisted
ment quickly
to settle room
in Dolphin



We need
trees for our

educator got some
branches but
more talked about not
also too many branches

We incorporated children's interest in
our kinder program. We tried to make
connections with children's interest and continuity among
to provide consistency and to make
learning experiences, and to make
learning more meaningful to them.

Outcome 2 :- Children are
connected with and contribute to
their world.

We provided the children opportunities to
an increased understanding





developing a variety of skills
Such as problem-solving, inquiry,
experimentation, confidence
and imagination.
This experience was set by Jessica
considering children's interests and ideas.



An active learning environment is one in
which children are encouraged to explore
and interact with environment to make
meaning and knowledge through their
experiences, social interactions and
negotiations with others. EYLF.v5

Question:-
What ~~we~~ ^{we} need
to do, so have
we don't sand
to clean?
to clean time?

Idea:-
If we mix
glue with sand,
it
→

Result:-
we used
a recycle box
children mixed
together
and glue
sand.
hand
children's
with
↓





Children with social and physical
and engaging environments through relationships and
play.

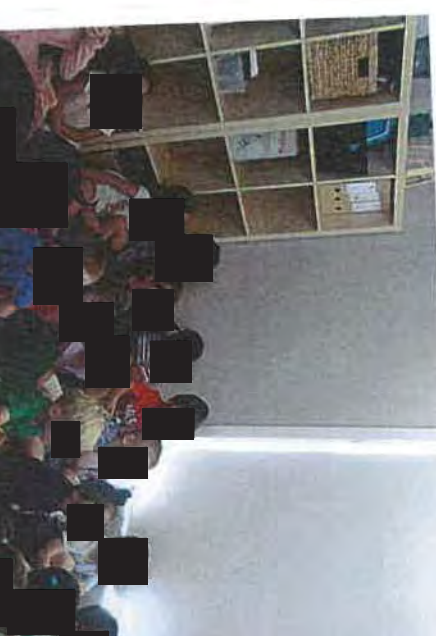
book
not
now.

Children showed interest in
reading books. They chose their
own books from reading
corner and read to each
other.

We as educators
followed their interest
and facilitated some
dreamtime story books
for children.



"I will read
this to you
and may be
draw our
own"





Children Communicator

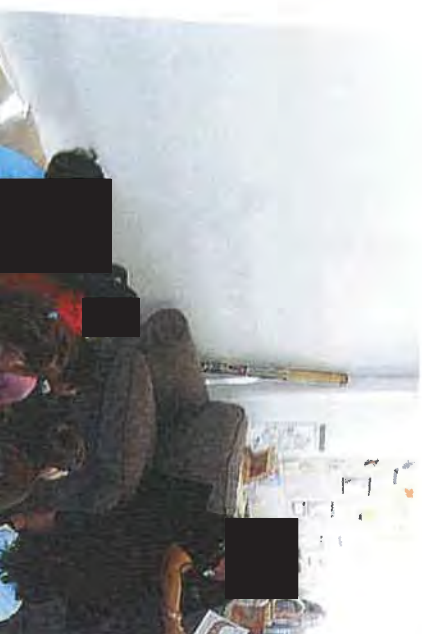
listening with
pondering with
actions, comments
ations.



Prevalence of books in a
kinders environment fosters a
desire to read. loving to read
opens new worlds for children.
For our kinders children dream-
time stories opened the doors
for acknowledging aboriginal
people.



Children interacted with
each while reading
For example :- Telling
part of the story
in the discussions
story.



The after
sounds of 'The
diddesidoo.

Children use information and
communication technologies to
access images and information
and exploring diverse perspectives,
and making sense of the world
around them.

Learning more
first people
Australia



to make decisions, such as what they will portray in their painting or artwork.



Choosing the favourite page as media for painting.



Children started pair favourite page of the kept reading story children's demand in times.





As children grow and develop, their art-making activities move beyond exploring with their senses and begin to involve the use of symbols. This early use of ~~symbol~~ symbols is very important as it provides a foundation for children's later use of words and actions in formal writing - Early Childhood Australia.





environment through
'Sam's Bush Journey'.

Month of March continues...

about
through
just
it also
sorry; and care
empathy children
among

We became co-learners with
the children and started to
look for more information and
ways to promote greater
understanding of
Aboriginal
and Torres Strait
Islanders



Facilitating
through
'A is for Aunt
deant some
used by
Aboriginal





want to decorate
the sun -



if we need lots
water on our land,
that we frog drink

We continued to
dreamtime stories
children's choice



encouraged
land to make their
own special boxes
children to create
we used recycle
for children to special
land.





of water for the frog
"Tiddalicks the frog
(children need lots of water
and they want to finish it.)
so that no frog can finish it.)



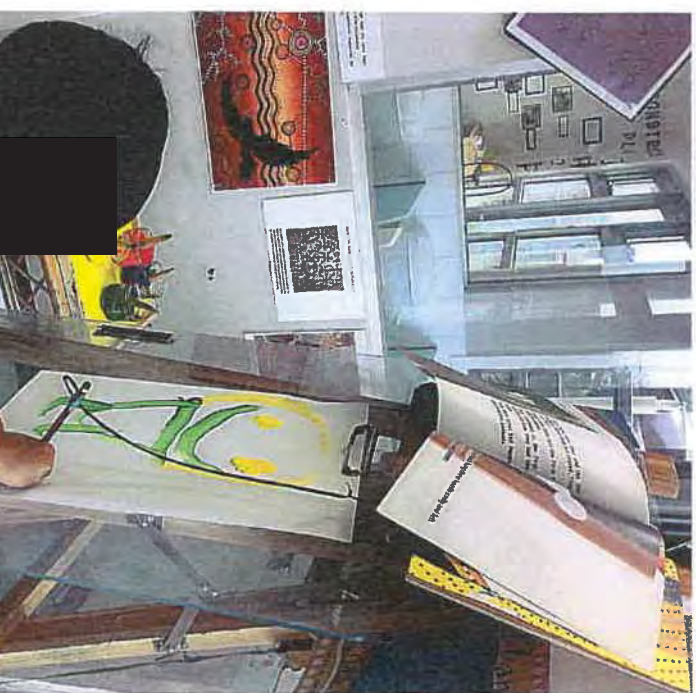
lot of putting
I am putting
here." - Ravea.

children decided how quickly or slowly
they will finish their creation and
how they want it to be displayed.



Art promotes children's
Socio-emotional development
by giving them opportunity
to decide what materials they
and what they help self-est
to build their self-est





With repeated opportunities
practice, children gain con-
fidence in their use of materials
and tools for making art and
for writing.





Arts promotes "all sided development" of each child. It helps children to develop their cognitive, social, motor, ~~and~~ emotional abilities. It also promotes literacy as children practiced writing their name on their masterpiece.





begin to understand
fair and unfair behaviour.
want to take turns for
painting.



These dreamtimes sto
children to think abo
different things and C
as, land, sun, weath
(specially Australia's nat
good and bad choice
fairness.





...d a new
'agic Boomerang' at
time and children
decision to make their
... They asked Lynh
... some pictures for
them.



Month of March continued...

We discovered that back from Palm
trees look similar to boomerangs
so we brought some and gave it
to children.



Children made
a decision to
paint them
as their
boomerangs.

Finian brought
one boomerang
from home to

...ll other



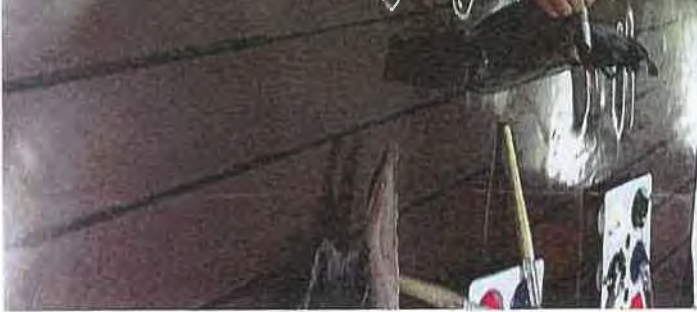


Boomerang pictures were all dig
with different aboriginal art, so
make children understand the
we spoke about aboriginal art



We printed
Some pictures
of famous
drawings and
paintings of
Aboriginal culture
and put it
T. ave.





Continued
.....



"I don't know what I am
making but I like it"



we got it from the ground
we didn't try to break
any part of the tree.
got it from



With natural materials, children
about nature and strengthen their
place. 'Place and thought' is an
aspect of Aboriginal culture.



and share their views
and ideas about their
art pieces and the process
of making that art-work.
They develop language skills.





endeavors and self-
operations are not
at educational



to paint some
in our outdoor environment.
Freedom to manipulate materials in an
unstructured way allows for
exploration and experimentation.

Such experiences learn like
help children skills and
and practice and could paint
patterning (it use
effect (it drip").
it will



Acknowledging children
interests in ^{in understanding} facilitate
puzzles related to their
stories. This experience
the interest of those
who enjoy puzzles





Month of March continues....

Puzzle play supports learning across all developmental domains. Children develop spatial awareness, active exploration, thinking, problem solving and reasoning.



ay develops coordination, finger and supports muscles and to chel





cloth for our puzzle table. was
gift made our table more inviting and
busy.



Engaging environments tend
to make good use of incidental
Spaces- learning opportunities are
built into the environment.





Play materials enhance learning and also provide interest and more complex and increasingly abstract thinking. 'Bush Tucker' is the another thing to discover with children.

We decided with children to make an 'acknowledgement of country' display for dolphin's room. We found an old photo frame and children





The Drama Tool Box Visit

After reading 'Tiddalick the Frog' several times, we invited the drama tool box to enact the whole story with children.

This experience actively engaged children across all domains - cognitive, language, social, emotional and physical.





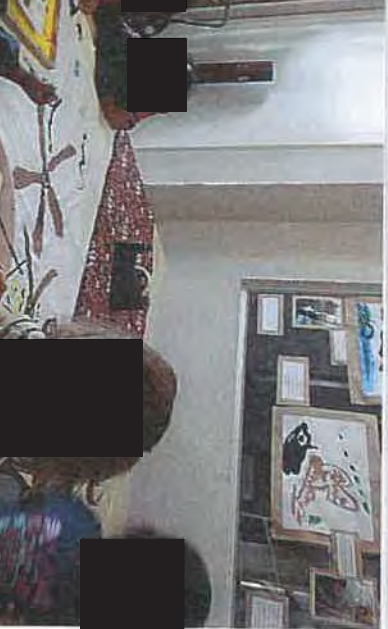
As children already knew the story, they performed their parts really well. When children are engaged in dramatic play, their imagination and creativity levels soar because they adopt certain roles related to specific characters.





opportunities for collaboration, negotiation while choosing the roles for enactment, vocabulary, sound effects, negotiating gender roles, props were plentiful in this dramatic experience.





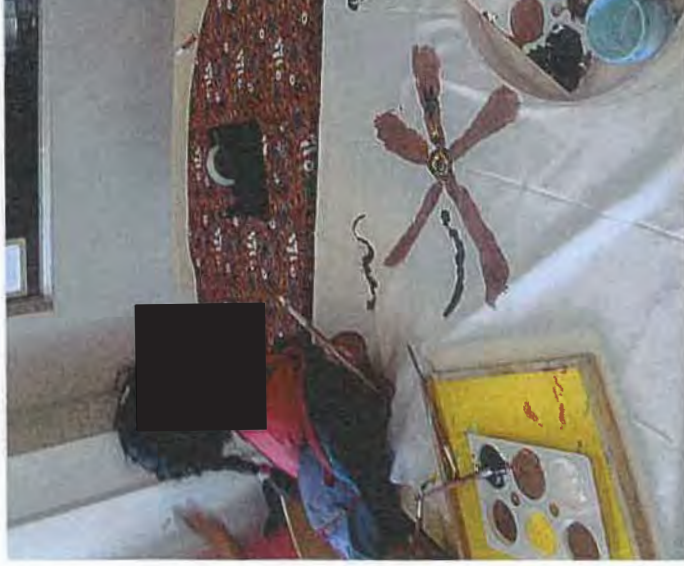
~~and~~ cloth became a topic of discussion / we found out that 'tucker' means food for aboriginal people.

Children also found it very pretty and this 'bush tucker' made them think of making their own table cloth or say 'bush tucker'.





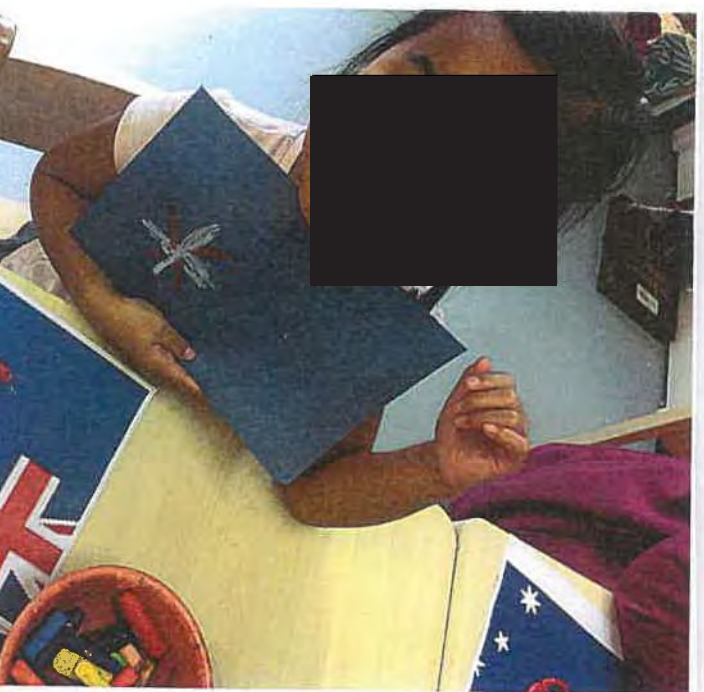
It took two days for our bush tucker to finish and once it was finished children decided to display it instead of using it as a table cloth. When we put it on table the fabric was too slippery and children said they can't see their art work.



also watched some videos, to see how people celebrate 'Harmony day'.

children asked educators to make some flags and they also expressed opinion to do a parade, just like they saw in the video. We asked children how we will do the parade and children said that we will go on the road. After discussing all the consequences of going to the road at that time, we ended up doing our parade within our centre.

Children went to the art cupboard and got coloured paper for their flags. Children chose the countries (~~there~~ they know about) for making the flags. We printed the flags for children.





"We should do aboriginal flag too."

said people on "





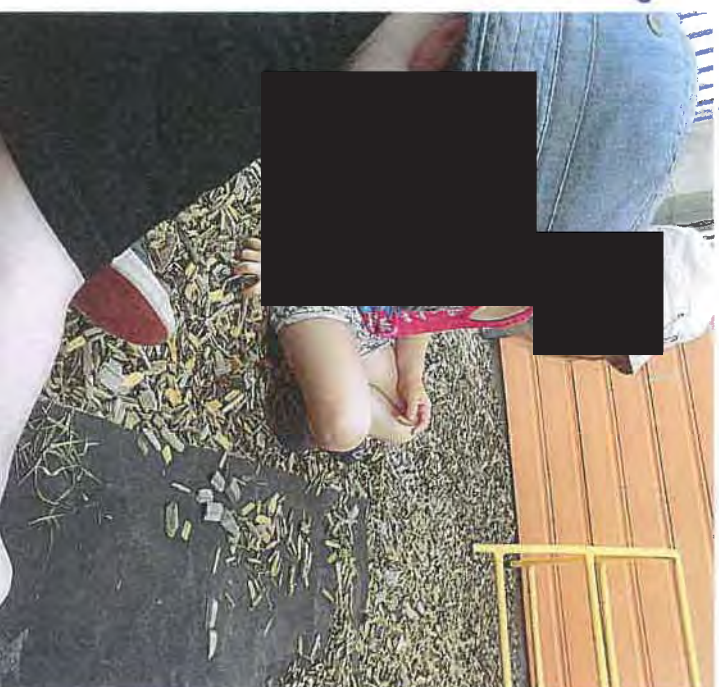
and bark with other elements.
These spaces invite open-ended interactions, spontaneity, exploration, discovery and connection with nature.

facilitated black leather piece when she observed children making pictures with the bark.

said that he is a house for people.



Children making patterns and shapes with bark.



made a boomerang with pieces of bark.



to find something to hang them on.
He requested a wooden hula hoop from the
other room, they happily shared it
with us. Then we hanged the
creation in our room.

One of the educators walked
in our room and appreciated
our hanging and said "very nice
'dream catcher'. [redacted] heard the word
and it sparked a discussion on
dream catchers.





Our discussions ended up in making a dream catches for our room. Children looked at the pictures of different dream catches and went to cut cardboard to find materials. Educators assisted and accompanied children.



One major problem came when our string was too thick to go into the



As children were very excited and motivated, we ended up using fish string for String's





imaginations. I was trying to mould my clay and asked me about my creation. I just randomly said "I am making a tree." Children think differently and they made connection with the word tree. I said "You know what I will make 'special land' for you tree. She was referring to the dreamtime story we read a month ago. The whole clay experience got inspired towards the dreamtime stories and children started talking about bush, jungle, animals, special land and trees.





the
gun
with
nuts.



a
lane
full of
trees.



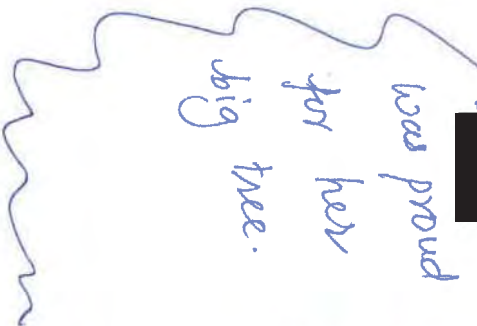
made
mushrooms as food.



the food is
for people.



was proud
for her
big tree.





We displayed our clay creations
with our 'Acknowledgement of country'.
Children were really proud of their
creations.



look at
my land"



Special
land.



about the texture and movement of
that piece of fabric.

We provided canvas to children to experience that feeling again. We also asked children to choose their own colours and inspirations. By this time, children knew most of the stories and their favourite parts. They decided to paint their favourite pictures on their canvas.

Some children just used their own imagination and creativity for their masterpiece.





Children's hard work, dedication and their amazing paintings motivated us to create an art gallery for our kinder room. Children loved the idea of displaying their art work in 'Dolphins Art gallery'.





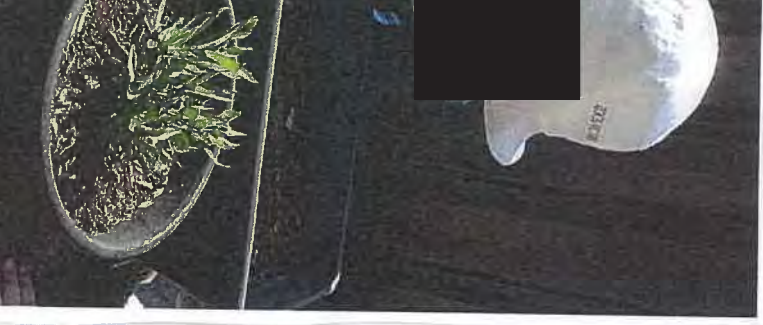
went for couple
and children agreed
their art work
is for parents.



people and the environment. (EVL, 125)

Introduction of quarantine stories made children think about empty pots in our outdoor environment. Couple of children talked about having a flower garden and we discussed how we will be looking after and what we need to do to make a flower garden.

We also made so rules and how will look after our garden and then our garden gets started. Children started watering the existing plants and showed the responsibility towards their environment.



May continues

Children showed concern towards their existing plants and they were cautious towards 'not watering too much'. Considering children's interest and connectedness we bought some flower plants for our empty pots. Children just want flower plants for their garden, with their choice.

We tried to get some coloured flower plants, as by the children.





have to have
"This potting
good for hands".



experiencing the whole process of
doing it by themselves.

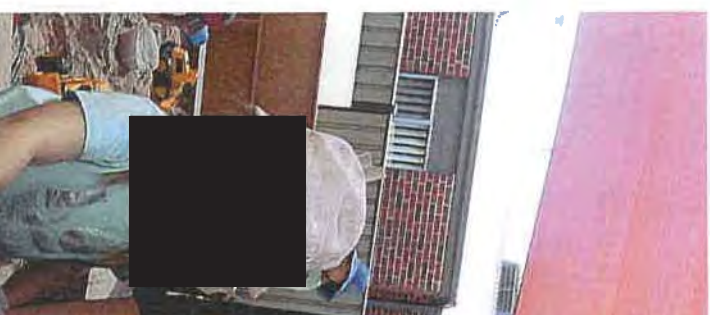
The whole process gave children
the hope of growing something
in their own outdoor play area.

We also discussed about some
setbacks like harsh weather, chewing
wildlife or young children coming for yard visit,
as learning about setbacks is also a part of
their learning.

"I will
empty all the pots
for you,"



"We have to
old sand out." "We
need new sand for
bag."





h
children
know, not
our plants.



"We will make sure
we do not put too
much of water."





"We need some more
watering cans,
Jotted &
Noted by
Staff (educators)"



We got amazing feedback from parents and children. Now, children want their masterpieces to be displayed in our own art-gallery.



End of
Our Art
Display.





because this experience provides the material from which the products of fantasy are created (constructed). The richer a person's experience, the richer is the material his imagination has access to." (Vygotsky 2004, pp. 14-15)

Our children were getting engaged in a 'camping play' and it originated from the discussions of the children who went camping.

Some children connected it to 'The Aboriginal people' by imagining that the aboriginal people live like this.

children's ideas, we helped create their own camping site using red paper to represent marshmallows and used sticks to represent logs.



We used resources from our Richmond



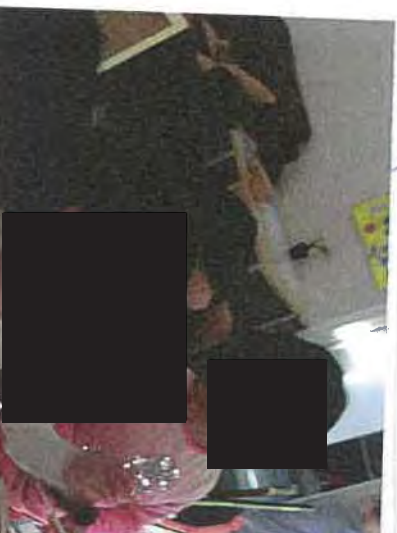
marshmallows

children's level of cognition and promoted their physical, social and emotional well-being.

Wooden pieces were Sausages and recycled leather was pretend ham and cheese. Paper plates turned into the pieces of bread and gumnuts were turned into vegetables.



I am a loop for



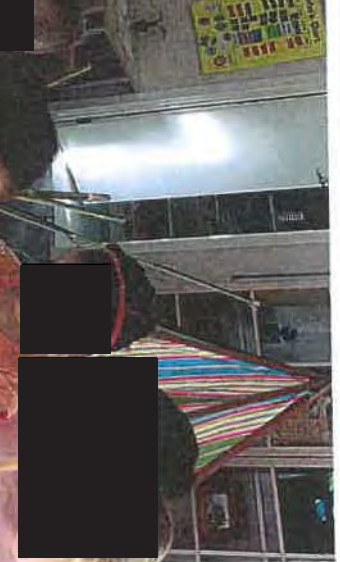


rest
pee.



What children learn does not follow as an automatic
result from what is taught, rather, it is, in
large part due to the children's own doing, as a
consequence of their activities and our resources.
— Louis Malaguzzi, *The Hundred Languages of Child*

Such experiences supports Piagetian
perspective that views child
development as largely internal
and occurring in stages. (Mooney 2013).





We believe that a well organised learning environment is the one that has a sense of place and purpose for resources, materials and experiences. Also, it should invite more experiences, interactions, discovery, connections to nature, conversations, play and collaboration.

'Because social development is seen as an intrinsic part of cognitive development, the space planned and set up to facilitate encounters, interactions, and exchanges among children.'

— Lella Grandini,

The Hundred Languages of Children.





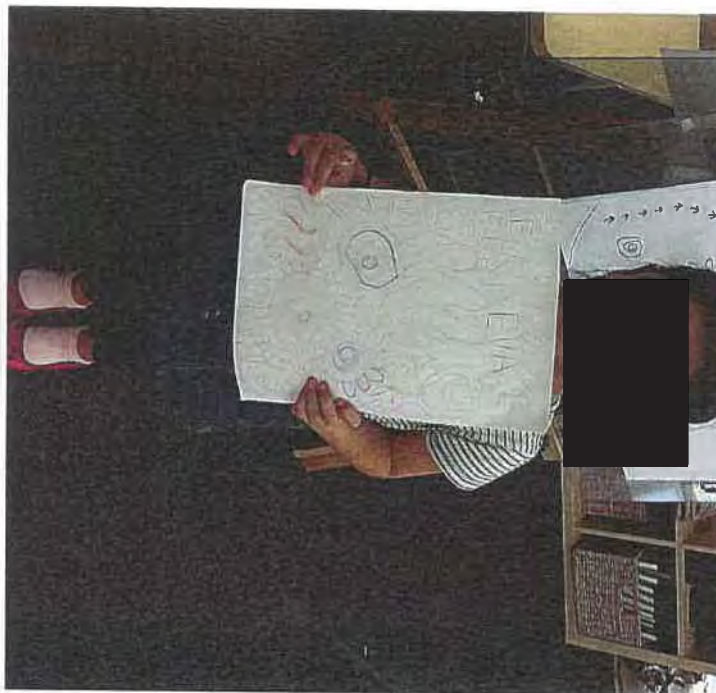
Month of June....

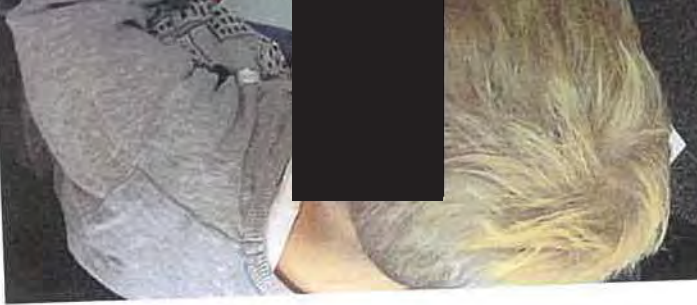
Educators recognise the diversity contributes to the richness of our society and provides a valid evidence base about ways of knowing. It also includes promoting greater understanding of Aboriginal and Torres Strait Islands ways of knowing and being. (Early Years Learning Framework Australia).

Today our children had an opportunity to be a part of the incursion conducted by an Aboriginal lady from North Queensland named Monica.

We believe that children should be involved







Sang a lullaby for us

Inanay Capuana Inanay Capuana
eh eh eh ula

Ula ula ula eh yippee eh yippee eh

Gooana gooana gooana goan goan
Choo!

Gooana gooana gooana goan goan
Choo!

This lullaby has become a part of our
group times now.

Music is an integral part of 'Creative Arts', that supports



"We are one but we are many
And from all the lands on earth we come
We share a dream and sing with one voice
I am, you are, we are Australian."

We displayed our children's stories in
our art-gallery. Children told their
own stories through various signs
and symbols of the Aboriginal culture.

...e one,
...re many.

We celebrated NAIDOC Week and connected our children to the importance and richness of the Aboriginal culture through our children's passion in Arts'.





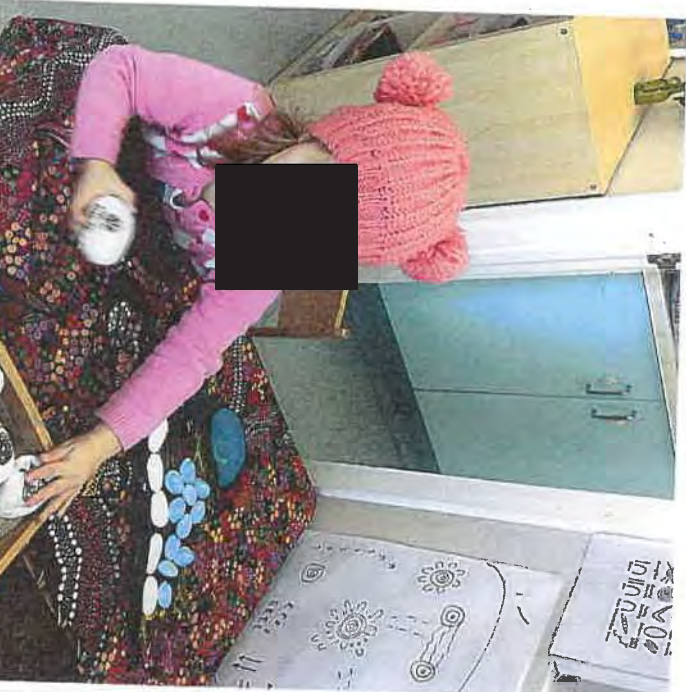
Children draw their favourite symbols on rocks and these rocks became an integral component of our new learning experience.



This experience supports and nurtures, and fosters aboriginal concepts for

living and
earns (black

This is my
waterhole,



Children make
different me
of one level
experience.

We as educators, should ensure that the program is organised in such a way, that maximise opportunities for each child's learning.

-(NQS, Element 1.1.3)

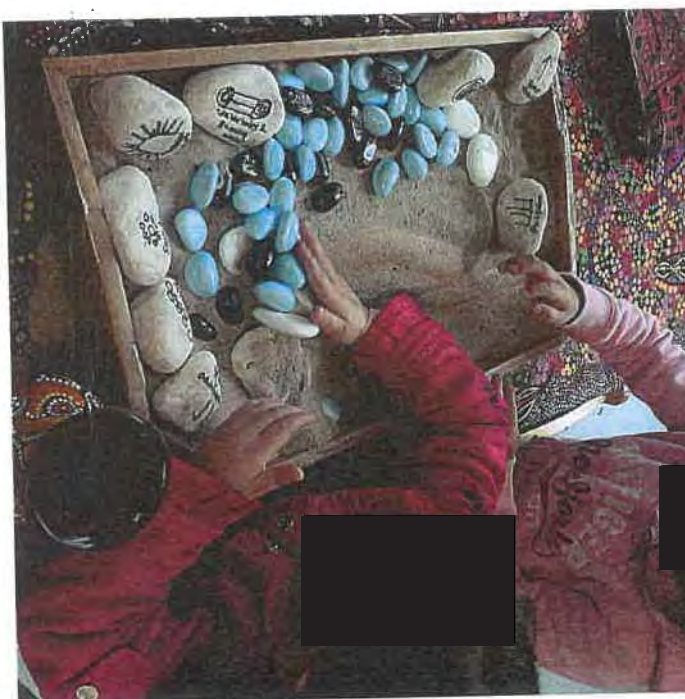


having a sensory play with sand &





my blue
stones"



Having
a discussion
about some
signs
and
symbols

