

The Symbols



Child

Child Input - any idea expressed by a child that can be added to and extended upon in the curriculum. For example, a child may come to the service talking about the stitches on her face - the night before she was jumping from her bed to the rocking horse and missed. The stitches would create great interest for her peers and is the perfect opportunity to extend on a child's idea in the program.



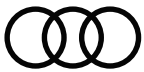
Children

Children Input - any ideas that can be added to the curriculum from a group of children. For example, if we see nine backsides in the air in the outdoor area because all the children are looking at a caterpillar, we could use this as children's input.



Family

Family Input - ideas from families and the community that can be added to and extended upon in the curriculum. These may come from "what did you do on the weekend" sheets or parent requests to add specific ideas (such as road safety) to the program. Family input will often come from the local community they live in.



Community

Community Input - recognising the child's activities, experiences and connections in the community and using these to build on and extend their learning.



Educator

Educator Input - refers to ideas that we bring to the program. In the past, we would direct the program in full, developing it in advance. We need to reduce pre-planning and allow the program to evolve. Ask the question, "what's next?" or "how can we extend on ideas from children and their families to create a more effectively connected program?"



Intentional Teaching

Intentional Teaching occurs in the context of play when we become directly involved with teaching a child or group of children a new skill, process or concept. Remember intentional teaching is not the same as direct teaching which is setting up a lesson that is unrelated to the children's interest.



Spontaneous

Spontaneous - children become spontaneously involved in an experience that interests them. This can range from a butterfly in the outdoor area, to a technique that has created a new mark (such as paint brush turning whilst painting). Should we document this? Can we practice more, can we explore more?



Extension on Children's Learning

Extension of Children's Learning is the process of asking ourselves how we can take each child's interests and learning experiences further to enrich their knowledge and enhance their skills. Ask children how they would like to take it further. How can families extend upon this? What can we bring to the environment to extend learning?



Indoor



Outdoor

Indoor refers to what occurs in the indoor environment.
Outdoor refers to what occurs in the outdoor environment.



Environment & Sustainability

Environment and sustainability refers to daily environmental practices embedded in service operations and educating children about how to care for and respect the environment.



Healthy Eating

The Healthy eating symbol reflects learning about nutritional practices that reflect the Australian Dietary Guidelines.



Physical Activity

This symbol reflects all experiences involving physical activity.



Theorist

Theorist - the theorist symbol identifies that you have used a social or developmental theory in your program. When this symbol is used, reflect on your practices and thoughts towards the learning and development of children at your service.



Reflection

Reflection - use this symbol to highlight your reflective practices.