# 5.2.1 Collaborative learning

Children are supported to collaborate, learn from, and help each other.

Educators:

* model cooperative behaviour and nurture respectful and reciprocal relationships
* provide time and space for children to collaborate, and encourage their active involvement.

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| To **MEETING** QIP and Self-Assessment Tool (SAT) | To **EXCEED** the QIP and Self-Assessment Tool (SAT) |
| *Please give an example of a recent activity where children shared play experiences, responded in positive ways to ideas and suggestions made by others, or participated in ongoing projects requiring shared research, problem solving and decision making.*  | *Please explain how you and your team create supportive environments that enable children to collaborate, learn from and help each other.* |
| ***Recent Activity Example: Shared Play Experiences****In a recent art project, children collaborated to create a mural. They brainstormed ideas together, decided on a theme, and allocated tasks based on individual strengths. Throughout the project, they shared materials and techniques, offered suggestions, and adapted to each other’s input. This experience fostered positive interactions as children responded enthusiastically to peers' ideas, problem-solved creatively, and made collective decisions, resulting in a vibrant, community-created artwork.* | ***Supportive Environments for Collaboration****Educators create supportive environments by arranging mixed-age group activities to promote peer learning and support. Spaces are designed to be flexible, allowing for group interactions and solitary play as needed. Resources include diverse cultural materials and loose parts that encourage creativity and interaction. Adequate supervision ensures safety while allowing children the freedom to explore and collaborate. Educators use techniques like Circle of Security and child-centred programs to teach social skills, fostering a community of cooperation and mutual respect.* |
| *Please give an example of a recent activity where you provided children with extended periods of time to direct their own learning in collaboration with others.* | *Please explain how you and your team reflect from a social justice and equity perspective about building active, inclusive, and collaborative learning opportunities for every child.* |
| ***Extended Periods of Self-Directed Learning****During a recent outdoor play session, children were given an entire afternoon to engage in self-directed exploration of the garden area. They formed small groups and decided to build a bug habitat. They researched which materials would attract insects, collected resources from the environment, and constructed the habitat collaboratively. This extended time allowed them to delve deeply into their project, negotiate roles, and take responsibility for their learning, enhancing their collaborative and problem-solving skills.* | ***Reflecting on Social Justice and Equity****Our team regularly reflects on social justice and equity by adapting activities to ensure all children, including those with additional needs, can participate fully. We incorporate diverse cultural perspectives into our curriculum, celebrating various family structures, gender roles, and community jobs. By considering the costs of excursions and providing subsidies or alternative activities, we ensure inclusivity. This approach ensures that every child, regardless of background or ability, has the opportunity to engage in active, inclusive, and collaborative learning experiences.* |
| *Please give an example where you supported children from diverse backgrounds and abilities to collaborate during play, projects, or experiences.*  | *Please give an example of the way you and your team have used family or community input to help children collaborate and respond to others with respect and openness.*  |
| ***Supporting Diverse Backgrounds and Abilities****In a recent cooking activity, children of varying ages, abilities, and cultural backgrounds were grouped together to prepare a multicultural feast. Each child brought a family recipe, and the group worked together to prepare each dish. Children with additional needs were paired with peers who provided support and encouragement. This inclusive activity promoted collaboration as children shared their culinary traditions, learned new skills from each other, and celebrated their diverse heritages through a shared, hands-on experience.* | ***Using Family and Community Input****We use family and community input by integrating children’s interests and special events into our activities. For example, we celebrated a child's birthday by inviting their family to share cultural traditions with the class, fostering respect and openness. Community elders and medical professionals visit to educate children about various health conditions like asthma, promoting empathy and understanding. This collaborative approach helps children respond to others with respect and openness, enhancing their social and emotional learning.* |
| *Please give an example of opportunities you provide for all children to lead group activities.*  | *Please discuss how the practices you implement to respect each child’s dignity and rights are consistently evident in your behaviour management strategies.* |
| ***Opportunities for Children to Lead Group Activities****During group time, children are often given the chance to lead activities based on their interests. Recently, a child passionate about space led a session where they shared facts about the solar system. They prepared a small presentation, facilitated a discussion, and led a craft activity where the group created their own planets. This opportunity not only empowered the child to take on a leadership role but also encouraged peers to engage deeply with a topic of shared interest, fostering collaborative learning.* | ***Respecting Dignity and Rights in Behaviour Management****Our behaviour management strategies emphasize respecting each child’s dignity and rights. We avoid punitive measures like isolation or intimidation, instead using positive reinforcement and empathy. Techniques include praising positive behaviour, using simple language and visuals for communication, and allowing time for children to process instructions. We discuss the consequences of actions and offer choices, helping children understand and reflect on their behaviour. By fostering strong social bonds and using approaches like Circle of Security, we create a supportive environment that upholds each child’s dignity.* |
| *Please give an example of opportunities you provide for children to collaborate with their peers about their culture and daily lives.*  | *Please give an example showing how you or your team use the unique service environment or community to strengthen collaborative learning between children.*  |
| ***Collaborating About Culture and Daily Lives****In a recent show-and-tell session, children were encouraged to bring items from home that represented their daily lives and cultures. One child shared a traditional dance, another discussed their weekend family rituals, and others talked about their favourite sports or hobbies. This activity allowed children to celebrate and share their cultural practices and everyday experiences, promoting a deeper understanding and appreciation of diversity among peers. They collaborated by asking questions, sharing stories, and finding commonalities in their diverse backgrounds.* | ***Using Unique Service Environments for Collaborative Learning****We leverage our unique service environment to enhance collaborative learning by integrating community interests and local environmental issues into our curriculum. For instance, children engage in projects related to local farming practices or environmental concerns like droughts and wildlife conservation. We also invite community members, such as local tradespeople and professionals, to share their knowledge and skills, enriching our program. These activities help children understand their community and environment, fostering a sense of responsibility and collaboration.* |