WORKING IN EARLY CHILDHOOD
BOOK 4

Learner’s Workbook

Revised Version 2017
© 2017. This version of the Working in Early Childhood program was prepared by Anne Shinkfield, Shire of Ngaanyatjarra, Warburton WA, in consultation with Jody Adams, Principal Lecturer, South Metropolitan TAFE, WA.

The update of these learning resources has been made possible with funding from the Goldfields-Esperance Development Commission through the Royalties for Regions, Community Chest Fund.

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This resource is based on the ‘Working in Early Childhood’ program prepared by Anne Shinkfield, Goldfield’s Education District, Kalgoorlie WA December 2007.

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The Working in Early Childhood program is a set of learning materials that introduces the foundational knowledge and skills required to work with young children and their families in a range of early years settings.

Aspects of child development, play and learning, health, safety, nutrition and communication are facilitated through the completion of workplace based tasks that include the preparation and implementation of regular play activities for young children.
Program Overview

Book 1
• Child development
• Preparing play activities for children
• Safety at play

Book 2
• Observation and planning for play activities
• Food and nutrition, child health and hygiene
• Child development – language and communication development

Book 3
• Babies and infants
• Inclusive early childhood environments and inclusive activities
• Readiness for kindy

Book 4
• Stages of play, communicating with children
• Children and families, culture and diversity
• Putting it all together – programming and working in early childhood settings
## Learner’s Workbook 4

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In this session you’ll learn about:

- milestones in children’s social development and emotional development
- the stages of play
- how play activities encourage the development of social skills
- children’s emotional development and the development of positive self esteem

**Early Years Learning Framework links:**

- Principle 1: Secure, respectful and reciprocal relationships
- Practice: Responsiveness to children
- Learning outcome 3: Children have a strong sense of wellbeing – children become strong in their social and emotional wellbeing

You’ll show you’ve learnt this by:

- completing Task 4.1
- completing Planning Notes 4.1
- preparing and carrying out Activity 4.1 – Mural
- completing Workplace Activity Record 4.1
- storing any photos from this activity in your evidence portfolio

**Foundation skills in the workplace:**

- Learning and Reading: about the Stages of Play
Social Development through Play

Social development is about how a child gradually learns to get on with others and be part of a group. When children or adults share activities or work together they demonstrate social skills – skills required to get along with each other.

Children's social skills are developed while they are interacting and playing with family at home, when they are playing with children and adults at early childhood settings and when they are watching and copying other people.

When planning play activities for children it is important that the early childhood educator understands what to expect of children with regard to their social skills. This can be done by considering the social and/or emotional development milestones that are listed for each age.

Example:
The social skills of sharing toys, helping each other, waiting for turns and cooperating with others are part of many activities, routines and experiences at early childhood settings.

As children grow older, they interact with more and more people and so these interactions become more complex.

Knowing the expected social skills for children of each age (by knowing the developmental milestones), makes it easier to plan appropriate activities for children as individuals and for groups of children.
Children move through stages of play that reflect the social skills that children have at various ages. These stages of play can be matched to the milestones of social development that children demonstrate.

Observing children at play is one way that an early childhood educator can identify a child’s stage of development at play.

The poster on the next page describes the play of a child at each of the stages of play.

As an early childhood educator, when planning play activities for children it is important to know what social skills can be expected for children of different ages – what ‘stage of play’ that each child is at. You can then select play activities to match the children’s level of social skills.

**Example:** It is a good idea to have enough toys for each two year old. This is because two year olds are often still at the parallel play stage which means they haven’t learned to share yet.
Stages of Play

Solitary play
• usually children under two years of age
• a child plays alone and does not interact with others
• older children also engage in ‘solitary play’ when they are concentrating on an activity or want to try something for themselves

Parallel play
• common play for two-year-old children
• children play ‘next to’ each other
• two or three children may be playing at the same activity but there is no interaction between them

Associative play
• usually children around three to four years of age
• children begin to play together on an activity

Cooperative play
• usually children around three to five years of age and older
• children share ideas and cooperate in their play activities

Play with rules
• common for children over five years of age
• play is about deciding on rules and talking about how the activity will be played
Emotional development – self-esteem

Self-esteem is about how you feel about yourself. How children feel about themselves makes a great difference to how they join in with activities, how they learn and how they work with others.

Example: When children feel good about themselves they will usually join in with activities, try new things, share with others and be happy.

Just as parents and family members encourage and value children, it is also important that early childhood educators do the same while they are working with the children.

When children feel encouraged and valued they feel good about themselves. They have good ‘self esteem’ and they are confident in themselves. This means that they have good mental health and emotional development.

A confident child will be able to play and work well with others and continue to develop their social skills through interaction with others.
Task 4.1
Milestones of social and/or emotional development for children 3, 4 and 5 years of age

Identify 4 social and/or emotional developmental milestones for 3 year old children, and find the matching milestones for the 4 and 5 year old children.

Example:

Social and/or emotional developmental milestone

<table>
<thead>
<tr>
<th>3 year old Milestone</th>
<th>4 year old Milestone</th>
<th>5 year old Milestone</th>
</tr>
</thead>
<tbody>
<tr>
<td>plays alongside other children</td>
<td>plays pretend games</td>
<td>cooperates with others more often</td>
</tr>
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</table>

Social and/or emotional development milestones

<table>
<thead>
<tr>
<th>3 year old Milestone</th>
<th>4 year old Milestone</th>
<th>5 year old Milestone</th>
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</table>
## Word list 4.1

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>demonstrate</td>
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<tr>
<td>required</td>
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<tr>
<td>important</td>
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<td>expected</td>
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<tr>
<td>difficulties</td>
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<td>self-esteem</td>
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<td>themselves</td>
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<td>value</td>
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<td>confident</td>
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<td>responsible</td>
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<td>proud</td>
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<tr>
<td>mural</td>
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<tr>
<td>solitary</td>
<td></td>
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<tr>
<td>parallel</td>
<td></td>
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<tr>
<td>associative</td>
<td></td>
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<tr>
<td>cooperative</td>
<td></td>
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<td>various</td>
<td></td>
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<tr>
<td>interact</td>
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<tr>
<td>interaction</td>
<td></td>
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<tr>
<td>emotional</td>
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</table>
Group activities, such as this activity of children making a mural together, provide an excellent opportunity for young children to practise the social skills that they will use all through their life.

Preparation:

- Negotiate with staff where and when you will do the activity and with which children (and parents)

- Read ‘Learning through Play – Making a Mural’

- Select a topic for the mural depending on the interests of the children, the activities currently happening at the centre and the developmental stages of the children.

- Select the materials you will use, perhaps different materials for different parts of the mural depending on the ages and stages of the children participating

- Use Planning Notes 4.1 to design the mural, list the materials and identify the ways that the children of various ages will participate
Activity 4.1 Mural

Doing the activity:

- Set up the activity and introduce the activity to the children. Explain clearly how each child could participate.
- Encourage and assist the children where necessary.
- Observe the children’s use of skills and also their interaction with each other – their use of social skills.
- Talk with the children about the purpose of the mural and where it will be set up.

Follow up to the activity:

- When finished, encourage the children to help pack up the equipment and to wash their hands.
- Pack away and clean up the activity area.
- Complete Workplace Activity Record 4.1.
- Date and name photos of the preparation and the children doing the activity and store them in your evidence portfolio.
Learning through play
Making a Mural

Ages of children:
over 1 year old – adult help as required

Domains of development:
Physical development – fine motor skills
Social and/or emotional development
Cognitive development
Language development

EYLF learning outcomes:
children become strong in their social and emotional wellbeing...
from LO 3

What are the children learning while they are making the mural?

Physical development – fine motor skills:
• using their fingers and hands – brushes, painting

Social and/or emotional development:
• how to work with others towards a common goal
• sharing, taking turns
• feeling good about what they have done and how they worked together

Cognitive development:
• thinking – deciding, planning about who will do what parts of the mural, how everyone will work together
• creative skills – making the mural look good
• being responsible for equipment

Language development:
• talking about the activity
• listening to each other
• following instructions
Planning notes 4.1

Activity title:

Date:  Time:  Location:

Preparing for the activity:
• selecting the activity

• how many children? What are their stages of development?

• purpose for the activity

• equipment and materials needed (do you need to try the activity first?)
Planning notes 4.1

Doing the activity:

1 How will you set up the activity?

________________________________________________________________________

________________________________________________________________________

2 How will you introduce the activity to the children?

________________________________________________________________________

________________________________________________________________________

3 How will you finish the activity with the children?

________________________________________________________________________

________________________________________________________________________

4 What do you need to do to clean and pack up the activity area?

________________________________________________________________________

________________________________________________________________________

Draw how the activity will be set up:
Workplace activity record 4.1

Activity title:

Date:    Time:    No. of Children    Adults

Location:

1 My role in the activity

2 Children’s response to the activity
What did you see the children learning through this activity?

Did they enjoy the activity?

3 EYLF – Early Years Learning Framework
How was the EYLF link demonstrated for this session during the play activity?
Workplace activity record 4.1

4 Doing the activity:
Things that worked well during the activity

Things that I’d change for next time

5 Foundation skills:
How did you demonstrate the foundation skills listed for this session?

6 Workplace Evidence:
Named and dated photos added to my evidence portfolio for this activity
Session 4.2
Communicating with Children

In this session you’ll learn about:
• ways of communicating
• encouraging communication with babies and children
• the importance of positive communication with children

Early Years Learning Framework links:
• Principle 1: Secure, respectful and reciprocal relationships
• Practice: Responsiveness to children
• Learning outcome 5: Children are effective communicators
  – children interact verbally and nonverbally with others for a range of purposes

You’ll show you’ve learnt this by:
• completing Task 4.2
• competing Planning Notes 4.2
• preparing and carrying out Activity 4.2: Puppets
• completing Workplace Activity Record 4.2
• storing any photos from this activity in your evidence file

Foundation skills in the workplace:
• Oral Communication: Modelling positive communication to children and encouraging children’s communication through conversations
What is communication?

Communication is more than language and more than talking – it is a social activity. People who communicate well with each other can enjoy things together. At early childhood settings this means sharing in activities and having fun together.

Communication is a two-way activity. This means it involves at least two people: a sender and a receiver. You send a message then someone (the receiver) understands and responds to the message with a new message sent back to you.

**Sender**
I have an idea to tell you and I choose how I will give you the message.

**Message**
The message must be in a language we both understand (spoken or written, sign language, body language, pictures).

**Receiver**
You receive the message and understand it.
Encouraging communication with children from birth

Communication begins from birth, and it is essential to a child’s development. As well as supporting their development of language, talking to children every day from birth encourages their cognitive, social and/or emotional development too.

In sessions 3.1 and 3.2, we looked at the developmental milestones for babies and infants, including the milestones for language development and the importance of responding to a baby’s cues.

Example: Babies’ cues are their way of communicating – their sounds, noises, smiles and body movements that let their parents / caregivers know what they need.

The way that a parent / caregiver communicates with the baby in response to the baby’s cues is essential to the child’s development. Not only is the child having their needs met when the parent responds to him/her, but he/she is also learning and listening to language at the same time. This constant, two-way communication is encouraging the child’s language development every day.

Example: An 8 month old child reaches for a truck on the floor and makes a noise to get his Mum’s attention. The Mum says “You want the truck? Here’s the truck. The truck makes a loud noise”, as she picks up the truck and puts it close to the little child.

The child is learning that his ‘communication’ about the truck worked – it got the truck moved closer to him just as he wanted. He is also hearing the words about the truck and hearing his Mum put the words together in their language.

Children need to hear spoken language before they can use it – so it is very important to talk to children from when they are babies.
Encouraging communication with children at early childhood settings

Children learn most of their language skills within their first four years of life – especially their spoken language. You can see this by looking at the developmental milestones for language development.

Children at your early childhood setting are very busy learning about language and communication at the same time as they are doing everything else. Early childhood educators should use every opportunity to encourage and demonstrate good communication with the children during everything that they do.

Some communication opportunities in early childhood settings may include:

- **arriving** at the early childhood setting – welcome the children and speak to them by name, and encourage them to reply to you.

- **during activities and routines**: Listen to the children talk about the activities, ask them questions and talk with them about what they are doing. Remember to encourage and praise them too.

- **social situations**: Talking with them about sharing, caring for others, letting them know what they can and can’t do.

- **home time**: Thank the children for coming and joining in, asking them what they liked about the activities, saying goodbye, encouraging them to say goodbye too.
Modelling good language and communication with children

There are many benefits from early childhood educators modelling good language and communication with children.

Firstly, children feel valued, respected and cared for when someone takes the time to listen to them and to communicate with them about something they are interested in. If appropriate, talk with children while they are doing activities, listen to what they have to say and encourage them to talk about what they are doing. These shared conversations can encourage children’s emotional development too.

Secondly, children are listening to the language around them and learn from those around them. Make sure that you always model good use of language to the children so that they can hear what you are saying and learn from you. They will always be listening – and copying! Children develop their language skills by listening to others - learning new words, learning about new things and using words to express their feelings, wants and needs.

Finally, children learn social skills through communicating with others. Select play activities for the children that will provide opportunities for them to talk with each other. Children learn how they should talk to certain people, what words to use and how to take turns in conversations. People who communicate well with each other share and enjoy things together – and that is one of the purposes of early childhood settings, to share in activities and to have fun together.
Task 4.2 Encouraging vocabulary development through play activities

One of the milestones of development for 3 year old children is: ‘uses between 100 and 1000 words’

For each of the 2 activities pictured below, list 20 words that a 3 year old child might use, or that you could use while playing with them.
### Word list 4.2

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>communication</td>
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<td>sender</td>
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<td>receiver</td>
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<td>vocabulary</td>
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<td>message</td>
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<td>language</td>
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<td>cues</td>
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<td>respond</td>
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<td>positive</td>
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<td>role-model</td>
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<td>activity</td>
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<td>routines</td>
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<td>respect</td>
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<tr>
<td>concerned</td>
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<tr>
<td>express</td>
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Activity 4.2 Puppets

A puppet activity provides a great opportunity for children to communicate through the puppets to each other and with adults. With puppets, the conversations can be pretend or real conversations, so that the children can experiment with words and voices.

Preparation:

- Negotiate with staff where and when you will do the activity and with which children (and parents).

- Read ‘Learning through Play – Puppets’

- This activity assumes that there are puppets in your centre that the children can use for this activity. If there are no puppets, you may need to make some as part of another activity

- Use Planning Notes 4.2 to plan the activities and decide what the children could do and talk about with the puppets.
Activity 4.2 Puppets

Doing the activity:
- Set up the play environment and introduce the puppets to the children. Some children may be shy with them and need to just play with them for a while before they start using them to talk with
- Encourage the parents / educators to use puppets to talk with the children, to model how this could be done
- Observe how the children show interest and enjoy the activity and take note of the language that the children use. Do they use different voices? Do they tell stories? Observe their interaction with the puppets, with each other and with adults

Follow up to the activity:
- At the right time, pack away all the puppets for next time.
- Complete Workplace Activity Record 4.2
- Date and name photos of the preparation and the children doing the activity and store them in your evidence portfolio.
- Using the photos, this activity could make an interesting photo booklet for the children, perhaps with the puppets telling a story
Ages of children: children of all ages – activities will depend on their age

Domains of development:
Physical development – fine motor skills
Social and/or emotional development
Cognitive development
Language development

EYLF learning outcomes:
children interact verbally and nonverbally with others for a range of purposes...
from LO 4

What are the children learning while they are playing with the puppets?

Physical development:
• skills of holding the puppet, using glove puppets, making the puppet move, coordinating the puppet’s movement with the conversations

Social and/or emotional development:
• social skills – working with a partner, cooperating
• social skills in conversations – taking turns, listening to each other
• self esteem – positive enjoyment and confidence from the shared activity

Cognitive development:
• creativity – pretending, thinking about stories, actions and conversations as part of the character of the puppet

Language development:
• trying out new words, ways of talking, speaker roles
• talking loudly or softly, talking in different languages
• listening to each other and learning new words
Planning notes 4.2

Activity title:

Date: Time: Location:

Preparing for the activity:
• selecting the activity

• how many children? What are their stages of development?

• purpose for the activity

• equipment and materials needed (do you need to try the activity first?)
Planning notes 4.2

Doing the activity:

1 How will you set up the activity?

2 How will you introduce the activity to the children?

3 How will you finish the activity with the children?

4 What do you need to do to clean and pack up the activity area?

Draw how the activity will be set up:
Workplace activity record 4.2

Activity title:

Date:  Time:  No. of Children  Adults

Location:

1 My role in the activity

2 Children’s response to the activity
What did you see the children learning through this activity?

Did they enjoy the activity?

3 EYLF – Early Years Learning Framework
How was the EYLF link demonstrated for this session during the play activity?
4.2 Communicating with children

Workplace activity record 4.2

4 Doing the activity:
Things that worked well during the activity


Things that I’d change for next time


5 Foundation skills:
How did you demonstrate the foundation skills listed for this session?


6 Workplace Evidence:
Named and dated photos added to my evidence portfolio for this activity

In this session you’ll learn that:

- each culture has its own ‘child-rearing practices’ – their way of caring for their young children
- it is very important to respect the culture of children and families who participate in the early childhood activities at your setting
- ways of valuing children’s cultures can be built into play and learning activities

**Early Years Learning Framework links:**

- Principle 2: Partnerships
- Principle 4: Respect for Diversity
- Learning outcome 2: Children are connected with and contribute to their world – children respond to diversity with respect

You’ll show you’ve learnt this by:

- completing Task 4.3
- completing Planning Notes 4.3
- preparing and carrying out Activity 4.3 – Cultural Story Time
- completing Workplace Activity Record 4.3
- storing any photos or notes from this activity in your evidence portfolio

**Foundation skills in the workplace:**

- Learning and Reading: about the child-rearing practices of different cultures
Learning notes 4.3

Culture and child-rearing practices

Children grow up within their family. The most significant influence on a child’s development is their family, and the environment that their family provides for them is always a reflection of the culture of the family.

Culture is the beliefs, behaviours and lifestyle that make us who we are.

From when we are born, we learn our culture through the language, art, stories and traditions that our families share with us. Our culture affects everything that we do.

Example: What we believe is important, the goals that we have and the things that we do are all affected by our culture.

The way that families care for their children and how they bring up their children is known as their ‘child rearing practice’. Every culture has its own child-rearing practices – it is part of their culture’s way of doing things. A child’s culture is part of who they are. They feel safe and secure around what they know and may be less secure when things are different.

All families care for their children. However, across different cultures, families may have different:

• expectations for their children
• foods and feeding routines for children
• ways of talking with children – how children talk, who they talk to, what they talk about
• ways of encouraging play and leisure in the home
Every child is raised in the culture of their family. Think about your own childhood and the child-rearing practices within your family:

- What were some of the family routines for little children?
- What expectations did your family have of you as a little child?
- What were you encouraged to do / discouraged to do as a little child?

Respecting diversity and difference

When working in early childhood settings it is important to always respect the differences of children and families from other cultures.

Culture is one of the differences among people - other differences are languages, abilities and races. All these differences are part of the diversity among people.

Australia is a very multi-cultural country. This means that nearly everywhere there are people from different cultures, lifestyles and backgrounds all joining in activities together. In many early childhood settings there are children and families from many cultures all joining in activities together each day.

How our parents cared for us is often how we care for children – both our own children and the children that we work with. But many children that we work with in early childhood programs come from families with very different expectations to ours.
In early childhood settings, this means that early childhood educators may have different expectations about how children should be cared for compared with the expectations of the children’s parents/caregivers. In other words, they may have different views about child-rearing practices.

Children learn from the adults around them, so all adults have a responsibility to model respect for differences so that the children watching them will learn to respect differences among people.

As an early childhood educator you will be expected to work with parents/caregivers and children in ways that:

- **respect diversity** by showing a positive attitude to any differences of children and families
- provide a ‘**non–discriminatory service**’, meaning that you welcome and include all children and families in the early years’ programs, whatever their differences
By valuing the cultural differences of the children and their caregivers, you can make sure that culturally appropriate activities and routines are provided in the early years’ program. The best way to learn about the cultural differences is through ongoing, open communication with families and caregivers.

Talk to families about:
• their values
• how they care for their child
• the child’s interests and needs
• what learning is valued.

Through communication with families, opportunities may develop for a family to share some activities from their culture within the early years program.

Opportunities include:
• art activities
• making things that are part of the culture
• sharing storybooks, musical equipment, family photos or food from different cultures
• use of other languages
• joining in with cultural festivals that affect the caregivers and children.

Remember that all families have their own expectations for their child no matter what culture or background they are from. With good communication, cultural differences between the family and the early childhood educators can be turned into rewarding development opportunities for the children in your setting.
Task 4.3  A ‘Welcome Pack’ for new families

This task may be done individually, in pairs or in a group.

The task is to make a ‘Welcome Pack’ for parents / family who will be participating in your early childhood setting at the start of the new year.

Think about:

- the important things parents / family need to know about your early childhood program
- how to make the Welcome Pack interesting and helpful for families
- when it would need to be ready
- the format of the Welcome Pack – online, booklet, poster, photo book...
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>responsibility</td>
<td></td>
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<tr>
<td>succeed</td>
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<tr>
<td>child-rearing practices</td>
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<tr>
<td>partnership</td>
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<td>influence</td>
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<td>significant</td>
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<tr>
<td>information</td>
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<tr>
<td>expectations</td>
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<tr>
<td>confidential</td>
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<tr>
<td>diversity</td>
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<tr>
<td>non-discriminatory</td>
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<tr>
<td>permission</td>
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<tr>
<td>respectful</td>
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<tr>
<td>expectation</td>
<td></td>
</tr>
<tr>
<td>relationship</td>
<td></td>
</tr>
<tr>
<td>multi-cultural</td>
<td></td>
</tr>
</tbody>
</table>
Activity 4.3 Cultural Story Time

Children from different cultures will feel valued when aspects of their culture are included in the play and learning activities of the early childhood program. This cultural story time activity provides an opportunity for a child’s family member to read / tell a story from their culture to all the children. This will be followed by the children doing an activity related to the story.

Preparation:

- Ask the families of any children who are from different cultures if they would like to read / tell some stories to all the children at Story Time. Or perhaps select a story to tell / show to the children about an event from another culture
- Plan an activity for the children to do that is related to the story
- Negotiate with staff where and when you will do the activity and with which children (and parents)
- Read ‘Learning through Play – Cultural Story Time’
- Use Planning Notes 4.3 to document the arrangements for visits from family members, and to plan the story and the activity for the children
Activity 4.3 Cultural Story Time

Doing the activity:

- Set up the activity area and prepare the activity
- Introduce the visiting family and encourage the children to listen while the story is read to them
- After the story is read, introduce the activity to the children and assist them where necessary
- Observe the children’s interaction during the activities – their social and language skills, their creativity, their interest and enjoyment in the activity
- After the story and the activity, thank the family for sharing stories of their culture

Follow up to the activity:

- Pack away and clean up the activity area
- Complete Workplace Activity Record 4.3
- Date and name photos of the preparation and the children doing the activity and store them in your evidence portfolio
- Make a photo book about the visit of the family to the early childhood setting, to give to the family and / or the early childhood program
Learning through play
Cultural Story Time

**Ages of children:** all children for listening to / looking at the stories; 1 - 3 year olds for doing the activity

**Domains of development:**
- Physical development – fine motor skills
- Social and/or emotional development
  - Cognitive development
  - Language development

**EYLF learning outcomes:**
- children respond to diversity with respect...
  *from LO 2*

**What are the children learning while they are sharing in stories / activities?**

**Physical development – fine motor skills:**
- skills to do with turning pages, holding books
- activity skills – cutting, drawing, pasting, painting

**Social and/or emotional development:**
- social skills – sharing stories as part of a group
- feeling good about sharing the stories with family, friends
- learning to value difference and diversity

**Cognitive development:**
- learning the 'story time' routine
- thinking about the story
- creativity – planning and making something about the story

**Language development:**
- listening to stories
- talking about the pictures, learning words from the story perhaps in a different language
- asking questions
Planning notes 4.3

Activity title:

Date:    Time:    Location:

Preparing for the activity:
• selecting the activity

• how many children? What are their stages of development?

• purpose for the activity

• equipment and materials needed (do you need to try the activity first?)
Planning notes 4.3

Doing the activity:

1 How will you set up the activity?

2 How will you introduce the activity to the children?

3 How will you finish the activity with the children?

4 What do you need to do to clean and pack up the activity area?

Draw how the activity will be set up:
Workplace activity record 4.3

Activity title:

Date:  Time:  No. of Children  Adults

Location:

1 My role in the activity

2 Children’s response to the activity
What did you see the children learning through this activity?

Did they enjoy the activity?

3 EYLF – Early Years Learning Framework
How was the EYLF link demonstrated for this session during the play activity?
Workplace activity record 4.3

4 Doing the activity:
Things that worked well during the activity


Things that I’d change for next time


5 Foundation skills:
How did you demonstrate the foundation skills listed for this session?


6 Workplace Evidence:
Named and dated photos added to my evidence portfolio for this activity
Session 4.4
Children and Families

In this session you’ll learn about:
• sharing with families in the care of their children
• encouraging families to share in children’s activities
• preparing for a celebration – an ‘early childhood’ event

Early Years Learning Framework links:
• Principle 4: Respect for diversity
• Practice: Cultural competence – valuing the social and cultural context of each family
• Learning outcome 1: Children have a strong sense of identity: children develop knowledgeable and confident identities

You’ll show you’ve learnt this by:
• completing Task 4.4
• completing Planning Notes 4.4
• preparing and carrying out Activity 4.4: Making Things
• completing Workplace Activity Record 4.4
• storing any photos from this activity in your evidence portfolio

Foundation skills in the workplace:
• Planning and Organising: the Early Childhood Event
• Teamwork: identifying the roles of each person helping with the event
Partnerships with Parents / Caregivers

At early childhood settings such as playgroups children participate in the activities with their parents / caregivers each day. However in settings such as long day care and crèche, children are there without their parents / caregivers.

This session considers the role of early childhood educators with children when the parents / caregivers are not with the children. Caring for other people’s children is a serious responsibility! Families and caregivers must be able to trust that you will always provide the best possible care for their children.

It is very important that you make the time to build a partnership with the parents/ caregiver of each child. This partnership needs to recognise that you are both working together in the care and development of the child.

This partnership must be based on trust and good communication and includes an ongoing sharing of information between you and the parent / caregiver.

Example:
The caregiver can let you know about the way things are done at home for, and with, the child and how the child responds to being at the crèche or child-care centre. You can then use this information to plan appropriate activities for the child.
At the end of the day you can let the caregiver know how the child went during the day, what they played with, what things happened, when they slept and what they ate.
Parents / caregivers know their children the best, so it is important that you talk with them about their child’s interests, needs and skills. They need to know that their child will be safe, happy, well-looked after and encouraged while in your care.

When communicating with parents / caregivers at an early childhood setting, it is important to remember that:

- communication with parents / caregivers is confidential. This means that you can’t tell other people what the parents have told you in private unless the family gives you permission. Early childhood settings will have a policy about this
- communication must always be respectful and honest
- communication involves listening and asking questions

Sometimes there may be barriers between early childhood educators and parents / caregivers which can make communication difficult. It is important to find a way around these barriers so you can care for children in a similar way to the parent / caregiver.

Barriers may include:
- different languages
- different cultures
- different expectations
- not enough time to communicate.

One common barrier is expectations. Sometimes the parent’s / caregiver’s expectations for their child may be different from yours. A child’s actions have a lot to do with their parent’s / caregiver’s expectations and how they are encouraged to act at home. It is important to talk to parents / caregivers about how you can both work together for their child.
Encouraging parents / caregivers / families to join in children’s activities

Families are the key to children’s development – so developing partnerships and good communication with the child’s family is essential.

As well as taking the opportunity to talk to parents / caregivers whenever you can, there are things that you can do to create communication opportunities.

**Example:** Arrange a regular story telling session where caregivers are invited in to tell or read stories to the children.

Other communication opportunities could include:

- taking and sharing photos of the children during their activities
- regular newsletters
- welcome packs for new families

Early childhood programs often have **special events** to encourage parents / caregivers / families and community members to join in with children’s activities.

**Example:** Events such as ‘Grandparents Day’, picnics, bush trips, kindy visits and celebrations are all opportunities to encourage children, families and community to join together.

These events encourage and support the partnership between the parents/caregivers/family and the early childhood educators in their shared care for the children.
Later in this book, the activity for session 4.7 is to create an early childhood event - perhaps the end of the year, end of term, a birthday or another special local event for the children and families at your early childhood setting.

In this session, task 4.4 is to begin planning for this event. You will need to decide if this event will be planned by an individual or by a team of people.

Talk with your staff and families about the purpose for this event and talk about ideas for the event’s program, the activities for the children, preparation timelines and who will be involved.

This task may be done as part of the ‘event organising team’ or on your own.

**Event title:**

**What will be celebrated:**

**Notes for Celebration Event**
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>celebration</td>
<td></td>
</tr>
<tr>
<td>purpose</td>
<td></td>
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<tr>
<td>timelines</td>
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<td>confidential</td>
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<td>private</td>
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<td>partnerships</td>
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<td>barriers</td>
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<tr>
<td>serious</td>
<td></td>
</tr>
<tr>
<td>responsibility</td>
<td></td>
</tr>
<tr>
<td>ongoing</td>
<td></td>
</tr>
</tbody>
</table>
Activity 4.4 Making things together

Partnerships and good communication with the children’s families are strengthened when the children, family and the early childhood educators share in activities together. Activity 4.4 is about selecting a cultural activity related to children / family from the early childhood setting, that can be made by all the children (and families) as part of the program.

Preparation:

• Talk with the families and find out if some of them would like to show the children how to make something related to their culture. Decide on the activity with the family members

• Make sure the ‘making activity’ is within the developmental skills of the children – although there could be different levels of the activity for 1, 2 and 3 year olds

• Negotiate with staff where and when you will do the activity and with which children (and parents)

• Read ‘Learning through Play – Making things together’

• Use Planning Notes 4.4 to document the arrangement with the families, to list the equipment needed for the activity, plan how the activity will be done by the children and decide whether families will be invited to join in
Activity 4.4 Making things together

Doing the activity:

• Set up the activity and introduce the family who will be demonstrating the activity

• Assist the children with the activity and encourage the parents to assist their children

• Observe the children during the activity and their interaction with children and adults

Follow up to the activity:

• When the children are finished, thank all the families for coming and also thank the family who demonstrated the activity

• Pack away and clean up the activity area

• Complete Workplace Activity Record 4.4

• Date and name photos of the preparation and the children doing the activity and store them in your evidence portfolio

• Use some of the photos to make a photo book of the session - perhaps one copy for the demonstrating family and one copy for the early childhood setting
Ages of children:
1–3 years of age – different activities for each age group

Domains of development:
Physical development
Social and/or emotional development
Cognitive development
Language development

EYLF learning outcomes:
children develop knowledgeable and confident identities...
from LO 1

What are the children learning while they are making things?

Physical development:
• practising skills of cutting, pasting, drawing, threading, painting

Social and/or emotional development:
• social skills – sharing, cooperating
• cultural values – pride in their culture, respect for others
• working as a group, or in family groups

Cognitive development:
• learning from others – maybe elders or family members – watching and listening and learning
• creativity – making things
• working through the activity – ‘planning, trying, doing and completing’

Language development:
• listening, talking, asking questions
• learning new words to describe what they are doing
Planning notes 4.4

Activity title:

Date:  Time:  Location:

Preparing for the activity:
• selecting the activity

• how many children? What are their stages of development?

• purpose for the activity

• equipment and materials needed (do you need to try the activity first?)
Planning notes 4.4

**Doing the activity:**

1. How will you set up the activity?
   
   
   
   
   
2. How will you introduce the activity to the children?
   
   
   
   
   
3. How will you finish the activity with the children?
   
   
   
   
   
4. What do you need to do to clean and pack up the activity area?
   
   
   
   
   

Draw how the activity will be set up:
Workplace activity record 4.4

<table>
<thead>
<tr>
<th>Activity title:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
<th>No. of Children</th>
<th>Adults</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Location:</th>
</tr>
</thead>
</table>

1 My role in the activity

2 Children’s response to the activity
What did you see the children learning through this activity?

<table>
<thead>
<tr>
<th>Did they enjoy the activity?</th>
</tr>
</thead>
</table>

3 EYLF – Early Years Learning Framework
How was the EYLF link demonstrated for this session during the play activity?
Workplace activity record 4.4

4 Doing the activity:
Things that worked well during the activity


Things that I’d change for next time


5 Foundation skills:
How did you demonstrate the foundation skills listed for this session?


6 Workplace Evidence:
Named and dated photos added to my evidence portfolio for this activity
In this session you’ll learn about:

- selecting activities for early childhood programs
- planning an activity program for one day and for a three day sequence
- making activity and resource files to assist with program planning

Early Years Learning Framework links:

- Principle 5: Ongoing learning and reflective practice
- Practice: Holistic approaches
- Learning outcome 3: Children have a strong sense of wellbeing: children take increasing responsibility for their own health and physical wellbeing

You’ll show you’ve learnt this by:

- completing Task 4.5
- completing Planning Notes 4.5
- preparing and carrying out Activity 4.5 – Outdoor games
- completing Workplace Activity Record 4.5
- storing any photos from this activity in your evidence portfolio

Foundation skills in the workplace:

- Planning and Organising: preparing sequences of play activities for children
- Writing and Reading: writing the posters each day announcing the day’s program
An early years environment is much more than just putting out some play equipment and leaving the children to play. It is a carefully planned program with appropriate, interesting and challenging activities selected each day to encourage the children’s development.

Each day, early childhood educators will ask themselves questions, such as:

- What activities will encourage the development of this child’s social skills?
- What will children learn today while playing with playdough?
- What activities are the babies ready for now?
- What activities will give the three-year-olds practice with holding scissors?
- How can the children be encouraged to share with each other?
- How can the children’s ball-catching skills be developed?

Example:
An early childhood program must provide lots of different activities and experiences for the children to enjoy. Whether children participate a few hours a week or every day of the week, children need interesting things to do and they need opportunities to practice developmental skills. They also need **variety** in the things that they do.

**Example:** If easel painting and sand play with buckets was offered every day, the children wouldn’t have the opportunity to learn about using other equipment.

Early childhood programs need to have variety, interest and choice for the children. Most early years programs make some changes to the activities and environment at least each week to provide variety and interesting choices for the children.

**Example:** To add variety, an early childhood educator might:
- change the puzzles in the puzzle area
- add some dolls to the kitchen play area
- use sponges for painting rather than brushes
- using boxes in the sand pit, rather than buckets
- have morning tea outside on a mat rather than inside at tables.

Without variety, children can lose interest and their behaviour might be affected. As an early childhood educator, variety in the program helps to keep your work interesting too!
Daily and weekly programs

At your early childhood workplace, you may already have asked to have a look at their daily and weekly programs, or noticed how staff develop their programs for the children each week.

- In many early childhood settings, the program is displayed in the play room each day, so that parents / caregivers know what the children will be doing.

- Remember, programs don’t have to be just in words – at some early childhood settings, photos and pictures on the program show what the activities will be each day.

- The daily and weekly programs can also provide a very useful record of past activities that will help with planning future programs, so all programs should be kept, at least for the year.

It is important that early childhood educators review the programs at least every month or so, to make sure that:

- you are providing lots of variety in the activities for children

- that the activities are meeting the needs of all the children

- the chosen activities are consistent with the developmental milestone lists and to identify other activities that could be provided to encourage the children’s development

- the chosen activities are based on on-going observations that you make about the children, and to identify if there are new activities that would suit the observations that you’ve made.
Throughout this workshop program, you have had many experiences of planning activities. The next step is putting the activities together and planning an interesting and enjoyable program for young children.

This planning involves five key steps (similar to the ‘plan / do / review’ process) –

• **Planning** the program for the session
• **Preparing** – getting everything ready for the session
• **Doing** – keeping everything going during the session – activity / transition / activity / transition
• **After** the session – cleaning up, making notes
• **Reviewing** the session – how the children managed the activities, what was learnt by the educator, what will be helpful for the next session

On the next page, an example is given of a framework for planning an early childhood session in a playgroup where children participate with their parents / caregivers. At this playgroup there is a coordinator, a group of parents working as Playgroup Activity Assistants and a larger group of parents coming to playgroup with their children, to participate in the program.

For each step, the planning framework considers:

• **what** is happening
• **when** is it happening
• **who** is responsible for making it happen
<table>
<thead>
<tr>
<th></th>
<th>What to do?</th>
<th>When?</th>
<th>Who will do this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Planning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use step 5, reviewing, to inform your planning.</td>
<td>Daily and weekly.</td>
<td>Supervisor / coordinator with the playgroup activity assistants.</td>
</tr>
<tr>
<td></td>
<td>• Writing the program of activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Plan for transitions between activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Collect resources, equipment, morning tea and other items.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>Preparing for playgroup</strong></td>
<td>At the end of the day before home time. And… In the morning, before playgroup.</td>
<td>Playgroup activity assistants. Support from a supervisor as required.</td>
</tr>
<tr>
<td></td>
<td>• Set up the playgroup environment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Prepare the activities.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Prepare morning tea.</td>
<td></td>
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<tr>
<td></td>
<td>• Write the day’s program on a chart and put it on the wall.</td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td><strong>During playgroup</strong></td>
<td>During playgroup time</td>
<td>The playgroup activity assistants and the supervisor make sure the playgroup session is enjoyed by the mums and children.</td>
</tr>
<tr>
<td></td>
<td>• Parents / caregivers share in all the playgroup activities with their children.</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>• Playgroup activity assistants get activities ready, keep things tidy, help the parents and the children, organize the attendance data, encourage the role of the parents as first teachers of their children.</td>
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<td></td>
</tr>
<tr>
<td>4</td>
<td><strong>After playgroup</strong></td>
<td>After the children and families have gone home.</td>
<td>Playgroup activity workers / assistants. Supervisor / coordinator as required.</td>
</tr>
<tr>
<td></td>
<td>• Pack everything away</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Clean the room, tables.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Put the rubbish out.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Write the attendance lists.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Add notes to files.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Hand over keys.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><strong>Reviewing</strong></td>
<td>After playgroup, and as part of a weekly planning meeting.</td>
<td>Playgroup activity assistants; Supervisor; Coordinator.</td>
</tr>
<tr>
<td></td>
<td>• Talk and write about what was good at playgroup, what didn’t work well, and ideas for the next playgroup.</td>
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</tbody>
</table>
Task 4.5 Planning an early childhood program

Prepare one day’s program
and a three day program
for your early childhood setting.

Remember that your choice of activities will depend on:

- the children’s ages, interests and skills
- your observations of the children
- the play environment
- the equipment and resources that you have available
- the overall program routine in which the activities fit.
## Task 4.5 One Day Program

<table>
<thead>
<tr>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Come in and play</td>
</tr>
<tr>
<td>(for when the children arrive)</td>
</tr>
<tr>
<td>Inside group activities</td>
</tr>
<tr>
<td>Story time</td>
</tr>
<tr>
<td>Morning Tea</td>
</tr>
<tr>
<td>Outside group activities</td>
</tr>
</tbody>
</table>
## Task 4.5 Three Day Program

<table>
<thead>
<tr>
<th></th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Come in and play</strong>&lt;br&gt;(for when the children arrive)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Inside group activities</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Story time</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Morning Tea</strong></td>
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<tr>
<td><strong>Outside group activities</strong></td>
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</table>
### Word list 4.5

<table>
<thead>
<tr>
<th><strong>Word</strong></th>
<th><strong>Meaning</strong></th>
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<td>program</td>
<td></td>
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<tr>
<td>identifying</td>
<td></td>
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<tr>
<td>appropriate</td>
<td></td>
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<tr>
<td>understanding</td>
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<tr>
<td>attending</td>
<td></td>
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<tr>
<td>variety</td>
<td></td>
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<tr>
<td>confidence</td>
<td></td>
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<tr>
<td>interest</td>
<td></td>
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<tr>
<td>sponges</td>
<td></td>
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<tr>
<td>file</td>
<td></td>
</tr>
<tr>
<td>compare</td>
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</tbody>
</table>
Activity 4.5 Outdoor games

Select one of the outdoor activities that you have listed on your program plan and do this as Activity 4.5 for the children. Select an outdoor activity that is a game with simple rules that could be for 3 – 4 year olds. If there are younger children they may like to just play with the equipment, rather than use the equipment in a game.

Preparation:

- Negotiate with staff where and when you will do the activity and with which children (and parents)
- Read ‘Learning through Play – Outdoor Games’
- Select the games / activities and use Planning Notes 4.5 to list the equipment needed for each age group, the area needed for the activities, the safety considerations and to note any modifications needed to make the activities inclusive of all children
Activity 4.5 Outdoor games

Doing the activity:

• Set up the activity area and introduce the activities to the children

• Assist the children to participate in the activities

• Observe the children during the activities – their interest and enjoyment in the activities, their gross motor skill development, their understanding of ‘games’ – eg rules, turn taking, sharing

Follow up to the activity:

• When the children have finished, encourage them to help pack away the equipment if possible

• Pack away and clean up the activity area

• Complete Workplace Activity Record 4.5

• Date and name photos of the preparation and the children doing the activity and store them in your evidence portfolio
**Ages of children:**
all children – but the activities must match their ages

**Domains of development:**
Physical development: fine & gross motor skills
Social and/or emotional development
Cognitive development
Language development

**EYLF learning outcomes:**
children take increasing responsibility for their own health and physical wellbein...
from LO 3

**What are the children learning while they are joining in the games?**

**Physical development – fine and gross motor skills:**
- developing ‘eye –hand coordination’ – especially for ball games
- skills of standing, jumping, running, climbing

**Social and/or emotional development:**
- social skills – sharing, taking turns, cooperating
- working as a team
- self esteem – being part of a group and doing a fun activity together

**Cognitive development:**
- watching children joining in activities – learning from others

**Language development:**
- following instructions
- talking about the activities with others
- learning new words and concepts – under, over, around, next to, between, first, second, high, low
Planning notes 4.5

Activity title:

Date:       Time:       Location:

Preparing for the activity:
- selecting the activity

- how many children? What are their stages of development?

- purpose for the activity

- equipment and materials needed (do you need to try the activity first?)
Planning notes 4.5

Doing the activity:

1 How will you set up the activity?

2 How will you introduce the activity to the children?

3 How will you finish the activity with the children?

4 What do you need to do to clean and pack up the activity area?

Draw how the activity will be set up:
**Workplace activity record 4.5**

<table>
<thead>
<tr>
<th>Activity title:</th>
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<td>Date:</td>
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<td>Location:</td>
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</table>

1 **My role in the activity**

2 **Children’s response to the activity**
   What did you see the children learning through this activity?

   Did they enjoy the activity?

3 **EYLF – Early Years Learning Framework**
   How was the EYLF link demonstrated for this session during the play activity?
Workplace activity record 4.5

4 Doing the activity:
Things that worked well during the activity


Things that I’d change for next time


5 Foundation skills:
How did you demonstrate the foundation skills listed for this session?


6 Workplace Evidence:
Named and dated photos added to my evidence portfolio for this activity
Session 4.6
Putting it all together
Records, Notes and Evidence

In this session you’ll learn about:
• records required in the early childhood workplace
• evidence – and why it needs to be kept

Early Years Learning Framework links:
• Principle 5: Ongoing learning and reflective practice
• Practice: Assessment for learning
• Learning outcome 2: Children are connected with and contribute to their world – children develop a sense of belonging to groups and communities

You’ll show you’ve learnt this by:
• completing Task 4.6
• completing Planning Notes 4.6
• preparing and carrying out Activity 4.6 - Printing with children
• completing Workplace Activity Record 4.6
• storing any photos from this activity in your evidence portfolio

Foundation skills in the workplace:
• Writing: recording progress and anecdotal comments
• Reading: essential workplace documents
Why we keep records

Records are kept for a number of reasons in early childhood settings:

• staff members may be asked to keep certain records as part of their work – e.g. daily journals, anecdotal records of children’s development

• some records are required by law – child and parent information, permissions by parents for children to participate in activities

• the funding organization may ask that certain records are kept – attendance numbers, cost of morning teas and equipment

• records can help with future planning – observation records of children’s activities, weekly program records

• records are evidence of what has happened in the program

Records are also an essential part of this ‘Working in Early Childhood’ program.

Records are the evidence of your participation and work in this program. By now you have completed 27 Workplace Activity Records, 21 Planning Notes and 13 Tasks, as well as preparing a large portfolio of workplace related evidence. All these records provide evidence of your ability to do the tasks required in the workplace.
By looking back at your records over the year, you can see:

- how your skills have improved
- how your role has changed
- how the children have developed
- the most popular activities that you presented
- how your writing skills have developed
- photo evidence of your work, in the portfolio
- any problems that kept on coming up

But these records also provide further information and because they are gathered over time, changes can be observed through the records.

In session 1.1 it was noted that development was ‘change over time’, so the records of this program also show:

- the development of your skill in preparing activities
- the development of children’s responses to the activities
- the increasing variety of the activities provided during the year
Using records for planning

Workplace records are essential when planning early childhood programs. Records such as past program plans have useful information and observations that have been gathered over time.

**Example:** Program plans note when and where each play activity was provided and how children responded to each of the activities.

By reviewing these records, early childhood educators can both reflect on their provision of activities for children and plan future activities to encourage children’s development.

Types of records in early childhood settings

You have probably seen many records being used in the early childhood setting. These records may be kept daily, weekly or monthly or yearly depending on the purpose of the record.

**Example:**
- Notes from meetings with parents
- Attendance lists – for children, adults and staff
- Policies
- Notes from planning and staff meetings
- Incident / accident reports
- Equipment lists
- Checklists
- Program reports
- Financial records
1. Collect 8 different examples of records / forms from your early childhood setting

2. Put these examples in a file / display book

3. For each record / form write:
   - The purpose of this form – why it is used
   - Who the form is for and why is it needed
   - Who usually fills out the form
   - Where are the forms to be found, if you need one
   - Who keeps the forms: what do you do with it after it is completed?
### Word list 4.6

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<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>records</td>
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<td>notes</td>
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<tr>
<td>evidence</td>
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<td>completed</td>
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<td>information</td>
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<td>favourite</td>
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<td>succeed</td>
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<td>policies</td>
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<td>checklist</td>
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<td>finance / financial</td>
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<td>required</td>
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</table>
Activity 4.6 Printing

In preparation for the event planned for Session 4.7, the children will make invitations to the event for their families. Anecdotal comments about children’s work during this activity, and any photos taken, will be part of the evidence and records for this session.

Preparation:

- Discuss how the children could participate in printing and making invitations (or posters) with the parents / early childhood staff
- Negotiate with staff where and when you will do the activity and with which children (and parents)
- Observe the children during art activities so that you can match the printing activity to their skills
- Read ‘Learning through Play – Printing’
- Use Planning Notes 4.6 to plan the activity

Doing the activity:

- Set up the activity and introduce it to the children / parents and assist and encourage the children during the activity
- Watch how the children show interest and enjoy the activity and interact with each other and with adults
- Decide when to give out the invitations

Follow up to the activity:

- Pack away and clean up the activity area
- Complete Workplace activity record 4.6
- Date and name photos of the preparation and the children doing the activity and store them in your evidence portfolio
Ages of children: children aged 1 year+, with help as required

Domains of development:
Physical development: fine motor skills
Social and/or emotional development
Cognitive development
Language development

EYLF learning outcomes: children develop a sense of belonging to groups and communities...

What are the children learning while they are doing printing activities?

Physical development – fine motor skills:
• Skills of cutting, pasting, painting, pressing, turning, holding, adjusting

Social and/or emotional development:
• social skills – sharing equipment, taking turns
• encouraging others and being encouraged to try new things
• confidence and independence in activity routines, such as cutting and pasting, painting, washing brushes etc, hanging up work to dry

Cognitive development:
• learning from others – watching what they are doing
• creativity – planning and thinking about the activities, trying new colours, shapes and patterns

Language and communication development:
• following instructions
• talking about the activity
• asking questions
• learning new words related to talking about the printing activity
Planning notes 4.6

Activity title:

Date: Time: Location:

Preparing for the activity:
• selecting the activity

• how many children? What are their stages of development?

• purpose for the activity

• equipment and materials needed (do you need to try the activity first?)
Planning notes 4.6

**Doing the activity:**

1. How will you set up the activity?

2. How will you introduce the activity to the children?

3. How will you finish the activity with the children?

4. What do you need to do to clean and pack up the activity area?

Draw how the activity will be set up:
Workplace activity record 4.6

<table>
<thead>
<tr>
<th>Activity title:</th>
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<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
<th>No. of Children</th>
<th>Adults</th>
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</table>

<table>
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<tr>
<th>Location:</th>
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</thead>
</table>

1 My role in the activity

2 Children’s response to the activity
What did you see the children learning through this activity?

Did they enjoy the activity?

3 EYLF – Early Years Learning Framework
How was the EYLF link demonstrated for this session during the play activity?
Workplace activity record 4.6

4 Doing the activity:
Things that worked well during the activity

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Things that I’d change for next time

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

5 Foundation skills:
How did you demonstrate the foundation skills listed for this session?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

6 Workplace Evidence:
Named and dated photos added to my evidence portfolio for this activity ☐
Session 4.7
Putting it all together
Play events for children and family

In this session you’ll learn about:
- planning a sequence of play activities for children
- organising an event for children and their families

Early Years Learning Framework links:
- Principle 2: Partnerships
- Learning outcome 4: Children are confident and involved learners – children resource their own learning through connecting with people

You’ll show you’ve learnt this by:
- completing Task 4.7
- completing Planning Notes 4.7
- preparing and carrying out Activity 4.7 – Early Childhood Event
- completing the Workplace Activity Record 4.7
- storing any photos from this activity in your evidence portfolio

Foundation skills in the workplace:
- Teamwork – collaborating in the organisation and implementation of the Early Childhood Event
Children’s identity – their confidence in who they are – is developed within their families and community. Participation in positive experiences with family and others who are important to them relationally, such as their early childhood educators, encourage children’s development and their sense of identity.

For early childhood educators, partnerships with the children and families are demonstrated and strengthened through sharing in enjoyable celebration events together.

In Task 4.4, you began talking and thinking about planning a celebration event for the children and families at your early childhood setting. You may like to look at the notes you wrote for that task.

In session 4.5, the Learning Notes were about planning activities for an early childhood program. The planning involved 5 steps – Planning – Preparing – Doing – After the session – Reviewing

For each step it was important to consider:

- **what** was happening
- **when** it would happen
- **who** would be responsible for making it happen
Event planning

As a group, complete the following pages to plan for the early childhood event.

Review the notes that you made for Task 4.4 about this event.

Read through the ‘what’ tasks listed for each section of planning. Add any more ‘what’ tasks that may have been forgotten.

As a group, discuss:
• **when** each task should happen
• **who** will be responsible for each task

Complete the **when** and **who** sections for each task.
Event plan

1. Planning for the event

What?
By now, most of the planning should be completed for the event and the program should be written.
Planning for publicity (Does everyone who may be interested know about the event? Did you send out invitations?)

When?

Who?
2. Preparing for the event

What?
Preparations for activities.
Requirements for visitors, children and caregivers.
Roles and tasks made clear for support people, food and drink assistants, activity assistants or special guests.

When?

Who?
3. Doing the event

**What?**
Keeping to the timeline and program plan.
Moving through the activities, one at a time.
Taking photos and/or videotaping.
Making sure the caregivers and children have an enjoyable time. Facilitating speeches or congratulations.

**When?**

**Who?**
Event plan

4. After the event

What?
Packing and clearing up, moving everything away from the site (especially if it is a public site).
Making sure everyone has transport home.
Returning borrowed items.

When?

Who?
5. Reviewing the event

What?
Writing thankyou notes to people who have assisted.
Arranging how to give out photos and DVDs to children and caregivers.
Talking with the caregivers and early years’ staff members about the event.
Writing and preparing a report of the event.
Reviewing the event and making notes to assist in the planning for the next event.
Reviewing the students’ roles in the event.

When?

Who?
### Task 4.7 Personal responsibilities for the event

Write your responsibilities for this event.
Complete the ‘when’ column and any additional notes.

<table>
<thead>
<tr>
<th>My Responsibility</th>
<th>When to do this</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td></td>
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| Doing – during the event               |                 |       |
| *                                      |                 |       |
| *                                      |                 |       |
| *                                      |                 |       |

| Doing – after the event                |                 |       |
| *                                      |                 |       |
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| Reviewing                              |                 |       |
| *                                      |                 |       |
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### Word list 4.7

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<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>supervisor</td>
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<td>co-ordinator</td>
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<td>public</td>
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<td>publicity</td>
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<td>congratulations</td>
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<td>speeches</td>
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<td>feedback</td>
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<td>format</td>
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<tr>
<td>celebration</td>
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<tr>
<td>invitation</td>
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</table>
Activity 4.7 Early Childhood Event

The ‘early childhood event’ is the activity for session 4.7. Much of the planning will be done already. This activity may be organised by an individual or a collaborative team.

Preparation:

- Negotiations with staff, parents and children will have been completed, and the date, time, place and purpose of the event will have been decided
- For this activity, complete ‘Learning through Play – Event’ to show what you expect the children to learn through this experience
- For Planning Notes 4.7 draw a plan of the event environment – how you are setting up the activities during the event. The rest of the planning notes should have been completed already
- Meet with the early childhood staff to make final preparations for the event
- Talk about the event with the children and families – perhaps showing photos of a previous and similar event
- Confirm arrangements for the event, such as publicity, equipment, resources, people to assist with the activities and anything else needed
- Arrange for someone to take photos of the event
Activity 4.7 Early Childhood Event

**Doing the activity:**

- Set up the activities and the event environment and make sure all equipment is ready
- Welcome the families and children
- Actively participate in the event and encourage the participation of the children, family and any local visitors
- Observe the children’s interests, skills, enjoyment and interaction with children and adults

**Follow up to the activity:**

- At the end of the event, thank everyone for coming
- Pack away all the equipment and clean up the activity area
- Complete Workplace Activity Record 4.7
- Date and name photos of the preparation and the children doing the activity and store them in your evidence portfolio
**Ages of children:** all ages

**Domains of development:**
- Physical development
- Social and/or emotional development
- Cognitive development
- Language development

**EYLF learning outcomes:**
children resource their own learning through connecting with people...
*from LO 4*

**What are the children learning while they join in the event?**

**Physical development:**
- 
- 
- 

**Social and/or emotional development:**
- 
- 
- 

**Cognitive development:**
- 
- 
- 

**Language development:**
- 
- 
-
### Planning notes 4.7

**Activity title:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
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</table>

**Preparation for the activity:**

- selecting the activity

- how many children? What are their stages of development?

- purpose for the activity

- equipment and materials needed (do you need to try the activity first?)
Planning notes 4.7

Doing the activity:

1. How will you set up the activity?

2. How will you introduce the activity to the children?

3. How will you finish the activity with the children?

4. What do you need to do to clean and pack up the activity area?

Draw how the activity will be set up:
### Workplace activity record 4.7

**Activity title:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>No. of Children</th>
<th>Adults</th>
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**Location:**

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**1 My role in the activity**

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**2 Children’s response to the activity**

What did you see the children learning through this activity?

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Did they enjoy the activity?

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**3 EYLF – Early Years Learning Framework**

How was the EYLF link demonstrated for this session during the play activity?

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Workplace activity record 4.7

4 Doing the activity:
Things that worked well during the activity

Things that I’d change for next time

5 Foundation skills:
How did you demonstrate the foundation skills listed for this session?

6 Workplace Evidence:
Named and dated photos added to my evidence portfolio for this activity
Session 4.8
Putting it all together:
Working in Early Childhood Settings

In this session you’ll learn about:

• the skills and experiences you’ve gained through this workplace training program
• the roles and responsibilities of an early childhood educator
• working with others in an early childhood workplace
• future employment and career pathways

Early Years Learning Framework links:

• Principle 5: Ongoing learning and reflective practice
• Practice: Holistic approaches
• Learning outcome 4: Children are confident and involved learners – children transfer and adapt what they have learned from one context to another

You’ll show you’ve learnt this by:

• completing Task 4.8
• completing Planning Notes 4.8
• preparing and carrying out Activity 4.8: Poster
• completing Workplace Activity Record 4.8
• storing any photos from this activity in your evidence portfolio

Foundation skills in the workplace:

• Learning: Understanding the position requirements for any early childhood position and reflecting on your work performance in that role
• Technology and digital literacy: making posters for the children, families and public about the early childhood event
Learning notes 4.8

Working in the early childhood workplace

Throughout this ‘Working in Early Childhood’ program, you have learned about child development and how to provide appropriate play and learning activities for children.

You have also learned about the responsibilities that come with being a worker in an early childhood setting, such as a playgroup, crèche or child-care centre, and have gained essential experience of foundational skills that are valued in every workplace.

This session provides an opportunity to look back over your workplace activities during the year and to think about what you have learnt. To begin with, take a moment to look back on your workplace activities during the year, especially those that are documented within these 4 Learner’s Workbooks.

Some of the areas in which you have gained knowledge of, and had experience with, include:

- using the domains and milestones of children’s development to select appropriate activities for children from ages 0 – 4 years
- selecting activities to encourage the development of children’s skills
- identifying what the children will be learning while they play at each activity, through the ‘Learning through Play’ charts
- observing children at play to see what they can do and what they like, so that you can plan appropriate activities for them
• providing inclusive early childhood environments that support the development of all children
• building in strong routines to the children’s activities and experiences
• providing healthy food and hygienic play environments for children
• planning, organizing, facilitating and reviewing play activities for children and the transitions between activities for children
• working as part of a team – with parents / caregivers and early childhood professionals
• documenting your planning, tasks and workplace records for each session and increasing your evidence portfolio

All of this learning will be valuable to you in any role that you have both in working in early childhood settings and working in other situations.

To link what you’ve learnt through these activities and experiences to workplaces in general, we will consider what you have learnt across three areas:

a) The **tasks** – what you do in the workplace

b) Your **performance in those tasks** – how well you did your workplace tasks

c) **Working with others** in the workplace – being part of a good workplace team
Within this program as a learner, the tasks that you had to do were the activities for each session. When working as an early childhood educator, you will also be expected to complete certain tasks as part of your job.

In most workplaces, you can find out about these tasks in a formal document called a ‘Position Description’. Other workplaces may use a more informal approach, with verbal requests from a supervisor, or perhaps the tasks may change depending on the work that needs to be done.

A formal Position Description explains:

- **what the job is**,  
- the **duties and tasks** that you would be expected to do in the job – the roles and responsibilities of the job  
- the **essential skills and abilities required** to do the job  
- the way a person will be selected for the job (**the selection criteria**)  

All paid positions in any job, and some volunteer positions, have Position Descriptions for the job. Early Childhood settings such as playgroups, crèches and child care centres have Position Descriptions for any paid positions in their workplaces. When applying for jobs, the person who can best respond to the selection criteria usually wins the job.
Looking at Position Descriptions for employees in early childhood settings, you will notice that many of the things asked for are things that you have already been doing as part of your workplace activities. This is because Position Descriptions list the tasks required within the job.

Example:

- Plan play activities for children
- Encourage families to join in play activities with their children
- Make sure the play area and the equipment is safe for the children
- Encourage children to join in play activities
- Help with setting up play activities before children arrive and cleaning up the play area after the children go home
- Cooperate with other staff in providing activities for children
b) Your performance in the tasks – how well you did your workplace tasks

Just as it is expected that you have completed your tasks within these Learner’s Workbooks with excellence, you need to make sure that you perform any tasks in your early childhood workplace to the best of your ability. This is known as your **Workplace Performance**.

You may have noticed while visiting any workplace that the same task can be done by people in different ways – some people do a task with excellence, and some people do the same task in a lazy way. Working with people who perform with excellence in the workplace is the foundation of an enjoyable workplace environment.

When thinking about your performance in a task, think about:

- how well you did a task
- what you did if the task was too hard or there were problems
- how you worked with your supervisor
- how reliable you were in the task – could you be trusted to:

  **do the task**
  **do it well**
  **do it on time**

Many employment places have regular performance review / performance management meetings between the employer and the employee. This provides an opportunity for the employer and the employee to talk about the tasks, the roles and responsibilities of the job and any concerns that they have, to make sure the workplace performance of the employee is satisfactory.
c) Working with others in the workplace

In most workplaces you have to work in a team. The ability to work as part of a team is so important that it is often listed as an essential skill in the Position Description. This is because many tasks are completed much more effectively when people cooperate and work as a team.

Working as part of a team requires the same good social skills and good communication skills that you have been encouraging children to learn from a very young age. In the ‘Working in Early Childhood’ program you have already planned play and learning activities for children to practice these skills. This is because social skills are learnt from soon after birth and are developed strongly even before children go to school. These social skills of cooperation and working with others are necessary all through life – including in workplaces.

Employers in workplaces also expect employees to show additional skills that you have demonstrated in the ‘Working in Early Childhood’ program, including respect for people’s individual differences and respect for cultural diversity.

Through this program you have been given opportunities to practice working with others by:

- communicating with parents/ caregivers, teachers, early childhood staff
- planning activities with other students
- talking with the playgroup, crèche or early childhood staff about how and when to do the activities with the children
• discussing the activities and the workplace events with your supervisor, other students
• talking with children, parents and caregivers during the early childhood activities and routines
• cooperating with others during the provision of workplace activities

Additionally, throughout this program, each session has listed one or two Foundation Skills that you will have demonstrated in the workplace. These skills are documented in your Learner’s Workbooks.

You will have learnt that to be an effective early childhood educator, it is not just about what you do in your work, but how you do your work that makes the difference. The ability to work well in a team is a highly valued skill across a wide range of workplaces.

**Future Employment and Career Pathways**

This is the last session in the ‘Working in Early Childhood’ program. If you are planning to work, or continue to work in an early childhood setting, you may like to give some thought as to what role you would like to take up in the future.

Think about:

• what you would need to do to take up that role
• what qualifications you would need
• what experience you would need
If you were helping at a crèche once a week while working through this program, you may choose to continue your training so that you could become a crèche coordinator for your community. To do this you will need to work out ways to train and get the qualification for the job – perhaps take up a paid position at the crèche a few days a week until your training is complete.

You may find it helpful to visit some different early childhood settings to see how the educators support the children’s development and how they support each other as part of the early childhood team. It may also give you ideas of where you’d like to work in the future.

Reflecting on your development through this program, you may be surprised to find out how much you have learnt about working in an early childhood workplace while you were trying your best to provide appropriate play and learning activities for children.

Finally, remember that whatever you do in an early childhood setting, you should always aim for excellence in the way that you perform your workplace tasks. As you continue to shape children’s play and learning environments, you have a very important role in encouraging the development of all the children and families with whom you work.
Task 4.8
Applying for jobs – writing a resume

Task 4.8, the final task in this program, provides an opportunity for you to write your own resume. All applications for work, in any field, will require you to write a resume of your interests, experiences, education and work history.

Your facilitator will assist you with this task as needed.

1. Find and print 2 position descriptions for work in early childhood –

Example: a playgroup facilitator, crèche assistant or an early childhood educator. Your facilitator may assist you to find these on the internet.

2. For each job description, read and talk about –
   • The tasks / roles and responsibilities
   • The selection criteria – essential skills, desirable skills
   • What you would be required to do if you wanted to apply for the position – resume, work history, references, addressing selection criteria

3. Complete your own resume for Task 4.8. This resume may also be helpful to you if you apply for a position to work in an early childhood setting. To assist you with Task 4.8, on the next page an example is given of a resume from someone who would like to apply for an entry position in early childhood. Then on the following page, there is a template in which you can write your own resume, which can then be submitted as Task 4.8.
Resume
Susan Hamilton
300 Collins Road, Perth, 6000
Mobile: 03981 939 8991
Email: susanhamilton@igtus.com.au
Date of Birth: 31 August 2000

CAREER GOAL
To get a job where I can work with babies and young children and help them learn.

EDUCATION
Primary and early secondary school at Smith St. School, Perth...
Went to class for 3 months in 2016 and studied English and maths and cooking.
Completed workshop program about early childhood.

WORK EXPERIENCE / WORK HISTORY
Have helped family by minding young children from babies to 6 year olds for 4 years. This includes cooking, caring for children, telling stories and helping them learn about life.
Volunteered as a play leader for a children’s camp, in January 2016.
Participated in community playgroup program each Tuesday with my little child for two years.

SKILLS SUMMARY
I like taking care of children, planning games, feeding and telling stories to them
I learn new things quickly
I am a good cook and can draw well

PERSONAL PROFILE
• Like to learn and meet new people
• Very determined to make a career working with young children
• Helpful and kind
• Always try to be on time

INTERESTS
• Being with family and learning about our history
• Music and cooking

REFEREE
Joanne Browning, Manager,
Early Childhood Centre PERTH WA 6000
Phone: 0670606060
## Resume

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td></td>
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<tr>
<td>Address:</td>
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<tr>
<td>Mobile:</td>
<td></td>
</tr>
<tr>
<td>Email:</td>
<td></td>
</tr>
<tr>
<td>Date of Birth:</td>
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</tbody>
</table>

### CAREER GOAL


### EDUCATION


### WORK EXPERIENCE / WORK HISTORY


### SKILLS SUMMARY


### PERSONAL PROFILE


### INTERESTS


### REFEREE


## Word list 4.8

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>workplace</td>
<td></td>
</tr>
<tr>
<td>responsibility</td>
<td></td>
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<tr>
<td>task</td>
<td></td>
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<tr>
<td>document</td>
<td></td>
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<tr>
<td>performance / performance management</td>
<td></td>
</tr>
<tr>
<td>employee</td>
<td></td>
</tr>
<tr>
<td>duties</td>
<td></td>
</tr>
<tr>
<td>position description</td>
<td></td>
</tr>
<tr>
<td>essential</td>
<td></td>
</tr>
<tr>
<td>selection criteria</td>
<td></td>
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<tr>
<td>informal</td>
<td></td>
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<tr>
<td>excellent</td>
<td></td>
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<tr>
<td>lazy</td>
<td></td>
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<tr>
<td>reliable</td>
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<tr>
<td>qualifications</td>
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</tr>
<tr>
<td>desirable</td>
<td></td>
</tr>
<tr>
<td>referees / reference</td>
<td></td>
</tr>
<tr>
<td>resume</td>
<td></td>
</tr>
</tbody>
</table>
Activity 4.8 Posters

To conclude this program, make a poster for the early childhood setting about the event from the previous week, using photos taken during the event. In this way, the memories of the event and the people who participated will continue, as children, families and educators frequently refer to the poster.

Preparation:

• Using the photos taken at the previous week’s event, decide on the type, size and format of the poster.

• Read ‘Learning through Play – Early Childhood Event Poster’.

• Use Planning Notes 4.8 to design the poster, arrange the photos and create any captions and headings for the poster. Will you make a copy of the poster for each family to keep too?

• Keep a digital copy of the poster for your records – a photo, or an e-copy. Will you need re-prints for the local store? The school? Any event assistants?
Doing the activity:

- As you will have made the poster already, the children’s part in this final activity is to look at and talk about the poster with the other children and adults.
- When the children (and parents / caregivers) are together, show them the poster, and talk about it with them.
- Encourage all the adults in the room to spend time looking and talking about the poster with the children.
- Observe how the children show interest in and enjoy the photos of themselves and their family and friends.
- Observe the children’s language as they talk about the photos with children and adults.

Follow up to the activity:

- Pack away and clean up the activity area if needed.
- Complete Workplace Activity Record 4.8.
- Date and name photos of the preparation and of the children looking at the poster for the first time and store them in your evidence portfolio.
Learning through play
Early Childhood Event Poster

Ages of children: any age – with adult help

Domains of development:
Physical development
Social and/or emotional development
Cognitive development
Language development

EYLF learning outcomes:
children transfer and adapt what they have learned from one context to another...
from LO 4

What are the children learning while they are looking at the posters with others?

Social and/or emotional development:
• confidence in talking about the photos in the poster from the event
• the feelings of well-being and self-esteem that come from participating in something great with family and friends
• growing confidence and strength in knowing who they are

Cognitive development:
• children show that they can continue their learning and development in many places
• children’s development thrives on interesting and exciting experiences

Language development:
• asking questions and talking about their experiences with others
• gaining confidence in communicating about the event with others

EYLF learning outcomes:
children transfer and adapt what they have learned from one context to another...
from LO 4

Domains of development:
Physical development
Social and/or emotional development
Cognitive development
Language development

What are the children learning while they are looking at the posters with others?

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• growing confidence and strength in knowing who they are

Cognitive development:
• children show that they can continue their learning and development in many places
• children’s development thrives on interesting and exciting experiences

Language development:
• asking questions and talking about their experiences with others
• gaining confidence in communicating about the event with others
Planning notes 4.8

Activity title:

Date:          Time:          Location:

Preparing for the activity:
• selecting the activity

• how many children? What are their stages of development?

• purpose for the activity

• equipment and materials needed (do you need to try the activity first?)
Planning notes 4.8

Doing the activity:

1 How will you set up the activity?

2 How will you introduce the activity to the children?

3 How will you finish the activity with the children?

4 What do you need to do to clean and pack up the activity area?

Draw how the activity will be set up:
Workplace activity record 4.8

<table>
<thead>
<tr>
<th>Activity title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Location:</td>
</tr>
</tbody>
</table>

1 My role in the activity

2 Children’s response to the activity
What did you see the children learning through this activity?

Did they enjoy the activity?

3 EYLF – Early Years Learning Framework
How was the EYLF link demonstrated for this session during the play activity?
4 Doing the activity:
Things that worked well during the activity

Things that I’d change for next time

5 Foundation skills:
How did you demonstrate the foundation skills listed for this session?

6 Workplace Evidence:
Named and dated photos added to my evidence portfolio for this activity
My learning so far
Learners Workbook 4

• About young children’s development:

• About children learning through play:

• About setting up activities and helping children with activities:

• About my role as an early childhood educator:

• About doing these workshops and activities:
# Completed work

**Learners Workbook 4**

- **Tasks completed:**
  - 4.1
  - 4.2
  - 4.3
  - 4.4
  - 4.5
  - 4.6
  - 4.7
  - 4.8

- **Planning Notes completed:**
  - 4.1
  - 4.2
  - 4.3
  - 4.4
  - 4.5
  - 4.6
  - 4.7
  - 4.8

- **Workplace activity record completed:**
  - 4.1
  - 4.2
  - 4.3
  - 4.4
  - 4.5
  - 4.6
  - 4.7
  - 4.8

- **Evidence portfolio for each session – workplace activity photos, learning through play posters checked:**
  - 4.1
  - 4.2
  - 4.3
  - 4.4
  - 4.5
  - 4.6
  - 4.7
  - 4.8

- **5 workplace journals photocopied dated and added to the evidence portfolio:**
  - ___
  - ___
  - ___
  - ___
  - ___

- **My Learning so far Workbook 4**
The Early Years Learning Framework

**Vision:** beginning when they are born, children’s lives are about ‘belonging, being and becoming’

**Principles:** educator’s beliefs about young children and how they learn

1. Secure, respectful relationships
2. Partnerships
3. High expectations and equity
4. Respect for diversity
5. Ongoing learning and reflective practice

**Practices:** what educators do to encourage young children’s learning

- Holistic approaches
- Responsiveness to children
- Learning through play
- Intentional teaching
- Learning environments
- Cultural competence
- Continuity of learning and transition
- Assessment for Learning

**Outcomes for children’s learning**

1. Children have a strong sense of identity
2. Children are connected with and contribute to their world
3. Children have a strong sense of wellbeing
4. Children are confident and involved learners
5. Children are effective communicators
### Early Years Learning Framework links to Working in Early Childhood Learners Workbook 4

| Session 4.1 | Principle 1: Secure, respectful and reciprocal relationships  
**Practice:** Responsiveness to children  
**Learning outcome 3:** Children have a strong sense of wellbeing  
– children become strong in their social and emotional wellbeing |
| Session 4.2 | Principle 1: Secure, respectful and reciprocal relationships  
**Practice:** Responsiveness to children  
**Learning outcome 5:** Children are effective communicators:  
children interact verbally and nonverbally with others for a range of purposes |
| Session 4.3 | Principle 2: Partnerships  
**Principle 4:** Respect for diversity  
**Learning outcome 2:** Children are connected with and contribute to their world – children respond to diversity with respect |
| Session 4.4 | **Principle 4:** Respect for diversity  
**Practice:** Cultural competence - valuing the social and cultural context of each family  
**Learning outcome 1:** Children have a strong sense of identity – children develop knowledgeable and confident identities |
| Session 4.5 | **Principle 5:** Ongoing learning and reflective practice  
**Practice:** Holistic approaches  
**Learning outcome 3:** Children have a strong sense of wellbeing  
– children take increasing responsibility for their own health and physical wellbeing |
| Session 4.6 | **Principle 5:** Ongoing learning and reflective practice  
**Practice:** Assessment for learning  
**Learning outcome 2:** Children are connected with and contribute to their world – children develop a sense of belonging to groups and communities |
| Session 4.7 | **Principle 2:** Partnerships  
**Learning outcome 4:** Children are confident and involved learners – children resource their own learning through connecting with people |
| Session 4.8 | **Principle 5:** Ongoing learning and reflective practice  
**Practice:** Holistic approaches  
**Learning outcome 4:** Children are confident and involved learners – children transfer and adapt what they have learned from one context to another |
Foundation Skills in the workplace

Across all workplaces employers require an employee to have these skills

- Learning
- Reading
- Writing
- Oral Communication
- Numeracy

Within a workplace, the following skills are also highly valued so that each employee will add to the good work of the organisation. An employee needs to be able to:

- Work in a team
- Plan and organise
- Make decisions
- Solve problems
- Be innovative and creative
- Use technology
- Work in a digital world

In the Working in Early Childhood learning resources, one or two foundation skills are linked to each session. In each session you will have the opportunity to practice these foundation skills and to collect evidence of how well you are developing these skills.

Although you may be developing these skills within the early childhood setting, people who are competent in each of these skills are highly valued in all kinds of work and employment.
### Foundation Skills in the workplace links to Working in Early Childhood Learners Workbook 4

<table>
<thead>
<tr>
<th>Session 4.1</th>
<th><strong>Learning and reading</strong>: about the Stages of Play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 4.2</td>
<td><strong>Oral communication</strong>: Modelling positive communication to children and encouraging children’s communication through conversations</td>
</tr>
<tr>
<td>Session 4.3</td>
<td><strong>Learning and reading</strong>: about the child-rearing practices of different cultures</td>
</tr>
<tr>
<td>Session 4.4</td>
<td><strong>Planning and organising</strong>: the Early Childhood Event; <strong>Teamwork</strong>: identifying the roles of each person helping with the event</td>
</tr>
<tr>
<td>Session 4.5</td>
<td><strong>Planning and Organising</strong>: preparing sequences of play activities for children <strong>Writing and Reading</strong>: writing the posters each day explaining the day’s program</td>
</tr>
<tr>
<td>Session 4.6</td>
<td><strong>Writing</strong>: recording progress and anecdotal comments. <strong>Reading</strong>: essential workplace documents</td>
</tr>
<tr>
<td>Session 4.7</td>
<td><strong>Teamwork</strong>: collaborating in the organisation and implementation of the Early Childhood Event</td>
</tr>
<tr>
<td>Session 4.8</td>
<td><strong>Learning</strong>: understanding the position requirements for any early childhood position and reflecting on your work performance in that role <strong>Technology and digital literacy</strong>: making posters for the children, families and public about the early childhood event</td>
</tr>
</tbody>
</table>
Resource materials to support this program

General resources:

EYLF:

*Belonging, Being and Becoming the Early Years Learning Framework for Australia*


Child Development, Play and Learning:

[www.raisingchildren.net.au](http://www.raisingchildren.net.au)

[www.abc.net.au/parenting](http://www.abc.net.au/parenting)

[www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)


The Ages and Stages of Play and Learning (Rural Health Support Education and Training Series), Published by JVO Productions, Perth (DVD)

*Play Book* (2005) and *Play Starters* (2004), Playgroup WA (Inc.), North Perth, WA


Play activities for Indigenous children in remote communities – (book example)


Reference for Community Examples:

Session related resources:

1.3 Early brain development

2.2 Observation opportunities
‘Connecting with Practice’ vignettes:
Early Childhood Australia National Quality Standard Professional Learning Program

2.3 – 2.5 Nutrition and health
Australian Government NHMRC Eat for Health, Infant Feeding Guidelines
Staying Healthy in Child Care: Preventing infectious diseases in early childhood education and care services (5th Edition)

3.1 – 3.2 Babies and Infants
Early Childhood Australia National Quality Standard Professional Learning Program

3.3 – 3.4 Inclusive practices
E-newsletters numbers 38 and 41 http://www.earlychildhoodaustralia.org.au/nqsplp/

3.5 Transition to school

3.6 Intentional teaching
E-newsletters number 2, 12 and 45 http://www.earlychildhoodaustralia.org.au/nqsplp/

4.8 Foundation skills
www.education.gov.au/core-skills-work-developmental-framework-0

Resumes:
Milestones of development

Six months old

- moves arms & legs when lying on back
- lifts head and chest when lying on stomach
- opens and shuts hands
- cries, squeals to communicate
- smiles, laughs and responds to speech
- rolls over
- follows movement with their eyes
- explores the world with their hands and mouth
- has different cries for different needs
- takes an interest in what is going on around them
- turns head to search for a sound
- imitates sounds – kissing or clicking tongue
- holds head upright
- pulls up to sitting position
- reaches for objects
- sits with help
- crawls / beginning to crawl
- holds things in each hand
- looks at objects in hands
12 months old

- passes objects from hand to hand
- grips objects with palm and fingers
- repeats and says words like mama and dada
- chatters
- feeds self with finger foods
- recognises familiar objects, sounds and people
- uses fingers and thumb to grasp small objects, eg sultana
- begins to understand simple words
- bangs objects together
- pulls self to stand up from sitting position
- indicates wants by pointing or making sounds
- walks with help
- looks for toys or objects out of sight
- stands up while holding on
- may begin walking
- drinks from cup without lid by themselves
- starts to speak first words
- laughs or smiles to get attention
- holds things in their hand
- explores things by banging, shaking and dropping them
- shakes head for ‘no’
Milestones of development
2 years old

- walks backwards for several steps without falling
- responds to simple requests
- increases vocabulary – up to 200 words
- babbles while playing
- joins in with familiar songs
- holds a pencil if it’s put into the hand to use
- plays near other children but not yet with other children
- squats steadily to pick up objects from the floor
- can walk up small steps
- uses a spoon or fork to get most of food into mouth
- takes clothes on and off
- opens and closes drawers and doors
- starts to scribble with a pencil
- holds pencil in fist grip to draw
- manages to use large buttons and zips
- can catch and hold a ball
- starts to explore more widely
- shows interest in books and stories
- combines words to make longer sentences
- names body parts, some colours
- kicks ball along the ground
- washes and dries hands using soap
- builds with blocks
Milestones of development
3 years old

- uses scissors
- experiences and shows a wide range of emotions
- sorts out things by shape and colour
- jumps and climbs
- hops on one foot two or more times in a row
- begins social play
- listens to stories and demands favourite stories repeatedly
- walks alone up and down stairs
- builds a tower of 10 blocks
- uses between 100 and 1000 words
- tries to copy adults’ routines to help
- pushes or pulls large toys around to where they want them
- cuts food
- balances on one foot
- brushes teeth without help
- uses words such as ‘me’ and ‘you’ correctly
- kicks a ball forcefully
- increases problem-solving skills
- turns pages of a book one page at a time
- picks up small objects
- develops skills and speed in running
- asks questions
- makes up stories while playing
- plays alongside other children
- uses knife, spoon and fork
Milestones of development

4 years old

• sorts objects by size and type
• names and matches four colours
• dresses without help with easy-to-use buttons and zips
• begins to organise games and has favourite games
• makes friends but can be quite bossy
• says, repeats or sings a few nursery rhymes
• begins to count a few objects by touching them
• says numbers up to 20
• plays pretend games
• shares toys and sometimes takes turns while playing
• develops a sense of humour
• tells long stories which are sometimes true
• throws, catches, bounces and kicks a ball
• cuts on a line with scissors
• learns to understand the feelings and needs of others
• talks about what might happen or what they would like to happen
• speaks clearly but may not use the correct sounds
• asks many questions about the world and why things happen
• asks what words mean
• plays make-believe
• runs fast, jumps over small objects and climbs ladders and trees
• walks up and down steps with one foot to a step
• stands, walks and runs on tiptoe
• stands on one foot for a few seconds and can sometimes hop
Milestones of development

5 years old

• seeks out friends
• solves problems
• tries to write own name
• balances on a beam
• helps to prepare meals with help
• skips using alternate feet
• copies a square, a cross and a triangle
• cooperates with others more often
• climbs ladders
• uses language to solve problems
• throws, catches or kicks a ball
• rides a bike without trainer wheels
• draws a person
• tells stories
• shows creativity in art
• sorts things into groups
• uses scissors to cut out shapes
• recognises signs and symbols in the environment
• speaks clearly
• learns about eight new words a day