

WORKING IN EARLY CHILDHOOD BOOK 1

Learner's Workbook

Revised Version 2017



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Working in Early Childhood Learner's Workbook 1

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 1

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Session 1.1 Child development: Domains of development



In this session you'll learn that:

- children develop in similar ways
- children's development happens at different rates
- children's development includes the domains of physical, social, emotional, cognitive and language development

Early Years Learning Framework links:

- *Vision: 'Belonging' – what this means for children in their early years of life*

You'll show you've learnt this by:

- making a chart to show activities for each domain of development
- explaining your chart to your facilitator

Foundation skills in the workplace:

- *Reading: introducing new words about children's development*



Learning notes 1.1

Child development

Development is about how things change over time.

Child development is about how children grow and learn as they get older.

All children are different and learn to do things at different ages. How quickly children learn something is called their **rate of development**.

Example:

Some children learn to walk before their first birthday and some children learn to walk much later.

Each child's rate of development is different, but children across the world seem to learn things in the same order – children learn to walk before they learn to run.

So how do children learn? They learn by:

- watching people and things around them
- copying other children and their family
- doing and trying things out for themselves

A child's development is affected by things such as:

- what a child eats
- if the child is healthy and safe
- knowing that they are loved by their family.



The domains of development

Child development has many parts - each part is called a **domain of development**.

The domains of development that you will learn about in this program are:

1. Physical development
2. Social development
3. Emotional development
4. Cognitive development
5. Language development

1 Physical development

Physical development is about what a child can do with their body – how they learn to do activities using their arms, legs, hands, feet, fingers, toes, lips etc.

Physical development has two types of skills - gross motor skills and fine motor skills. Motor skills are to do with the movements of your body.

Gross means 'big' or 'large' so gross motor skills are skills developed through activities using the big muscles of the body.

Example: Running and jumping use the muscles in your legs.

Fine means 'small' or 'little' so fine motor skills are skills developed through activities using the small muscles of the body.

Example: Drawing, painting, threading and cutting use the small muscles in your hand.



2 Social development

Social development is about how a child learns to get on with others and become part of a group such as a family, a playgroup, a community. Through play activities and being with other people, children develop their social skills. As they get older, they become more independent and learn how to fit into the group and what they do as part of the group.

Example:

Social skills include sharing with others, taking turns and talking to others in the group.

3 Emotional development

Emotional development is about feelings – children feeling good about themselves and having good self-esteem. It is about children knowing where they belong and who they are – having a strong sense of identity.

Example:

Sharing in enjoyable play activities and developing their skills encourages children's confidence and their sense of achievement.

4 Cognitive development

Cognitive development is about how children use their brain for activities – how children learn how to think. Cognitive development includes thinking, problem solving, pretending, creativity, learning and understanding.

5 Language development

Language development and the development of communication skills, is part of cognitive development – using the brain for thinking, listening and talking and using language for learning through reading and writing.



Children's development is holistic: the domains all develop together.

For every child, all the domains of development – physical, social, emotional, cognitive and language – develop together.

One part (one domain) can't develop without the others and if one part is slow to develop it will affect all the other parts of the child's development.

Example:

If a child is slow to talk (language development) then it may affect their ability to make friends and play games with other children (social development) which may affect how they feel about themselves (emotional development)

A child's development is holistic. This means that a child's learning and development happens when all the domains of development work together. It also means that many play activities provide opportunities for children to develop across many domains of development at the same time.



Belonging, Being and Becoming: The Early Years Learning Framework for Australia

The 'Early Years Learning Framework' is the guide for early childhood educators as they plan for and encourage children's learning in early childhood settings and as they move into school.

The Framework works towards the Australian government's vision that:

"All children have the best start in life to create a better future for themselves and the nation"

(Investing in the Early Years – a National Early Childhood Development Strategy, Council of Australian Governments, 2009)

Across Australia, educators in early childhood settings link what they are doing each day with children to the vision, principles, practices and outcomes of the Early Years Learning Framework (commonly written as the 'EYLF')

In these Working in Early Childhood learning resources, each session is linked to one or two parts of the EYLF, to show how the Framework support's children's play and learning. For sessions 1.1, 1.2 and 1.3, the vision of the EYLF will be introduced, that children's lives are about:

Belonging

Being

Becoming

Children's experience begins with '**belonging**' within their families and community. It is about relationships and developing their identity as they learn and develop through their early years of life.



Word list 1.1

Word	Meaning
domain	
development	
rates	
different	
physical	
healthy	
social	
cognitive	
language	
creative	
emotional	
communication	

1.1 Domains of development



Activity 1.1 Domains of development

Choose one domain of development and make a chart to show at least 6 activities / skills for that domain

- Physical development – gross motor skills
- Physical development – fine motor skills
- Social and/or emotional development
- Cognitive development
- Language development

Preparation:

- Look over your learning notes, sketches and pictures for your chosen domain
- List suitable activity ideas for the domain
- Decide how to make your chart

Doing the activity:

- Collect the materials and make your chart

Follow up to the activity:

- Pin up the charts in your early childhood setting to show activities that could be chosen for each domain of development for children
- Explain your chart to interested people
- Take a photo of the chart you have made and date it and name it and store it in your evidence portfolio



Session 1.2 Child development: Milestones of development



In this session you'll learn that:

- within a child's development there are 'milestones' of development in each domain
- there are many factors that affect a child's development
- the first 5 years of life are very important for a child's development

Early Years Learning Framework links:

- *Vision: 'Being' – what this means for children in their early years of life*

You'll show you've learnt this by:

- preparing a chart to show the milestones of development for children
- explaining your chart to another adult

Foundation skills in the workplace:

- *Learning: about the milestones of development shown by children of different ages*



Learning notes 1.2

Child development

Children develop across all the domains of development as they get older, but:

- how do children develop?
- what does a child do at each age?
- when do children learn the next things?

From the moment that children are born, families can see that their children are developing and learning. Each day as they grow they are able to do more things and each experience that they have adds to their understanding and learning in life.

A person's brain grows the most in the first 3 years of life. During this time, the quality of the child's experiences and interactions will make a great difference to the child's development - the more stimulating the experiences and interactions, the greater will be the child's development across all the domains of development.

The development in these early years of a child's life will be the foundation for learning throughout all their life. The first few years of a child's life are very important.

The EYLF vision of '**Being**' recognises early childhood as the key time for children's learning and development as a foundation for all their life.



Milestones of development

As children grow, they learn to do one thing and then they are ready to learn to do the next thing in that area of development.

Development is described in stages – children move from one stage of development to the next stage. They are at one stage of development, doing the activities for that stage and then, when they are ready, they move on to the next stage of development and do the activities for that stage.

Each domain of development has a number of stages within it. These stages of development are sometimes called ‘milestones’ of development – the milestones are developmental skills that the child can do at that stage.

By watching children across the world, lists are made of what children can do at each stage of development – the milestones for that stage of development. These lists also tell us what ages children are at each stage of development.

On the following pages are lists of what things a child can usually do at:

- 6 months old
- 12 months old (or 1 year old)
- 2 years old
- 3 years old
- 4 years old
- 5 years old.

‘Milestone’ lists often use the following words to describe children:

- ‘babies’ and ‘infants’ for children 6 months old and 12 months old
- ‘toddlers’ for children 2 and 3 years old
- ‘pre-schoolers’ for children 4 and 5 years old.

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

Milestones of development

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



Word list 1.2

Word	Meaning
stage	
crawl	
communicate	
important	
recognise	
laugh	
environment	
voice	
tongue	
stomach	
chatters	
explores	
vocabulary	
questions	
scissors	



Activity 1.2 Milestones of development

Make a chart to show activities that demonstrate the developmental milestones across each domain of development for one age group.

Preparation:

- Choose one age group – 6 months, 1 year, 2 years, 3 years, 4 years, 5 years
- Look back over your learning notes, your charts, or watch the DVDs again for some ideas of activities for that age group
- List activities in each domain of development for that age group

Doing the activity:

- Collect the materials and make your chart

Follow up to the activity:

- Pin up the charts in the early childhood setting
- Explain your chart to interested people
- Take a photo of the chart you have made and date it and name it and store it in your evidence portfolio



Session 1.3 Physical development Learning in the early years of life



In this session you'll learn that:

- physical development covers the development of large muscle skills, the development of small muscle skills and also the growth of a child
- the first 5 years of life are the most important for a child's development
- children learn while they are playing

Early Years Learning Framework links:

- *Vision: 'Becoming' – what this means for children in their early years of life*

You'll show you've learnt this by:

- preparing and carrying out Activity 1.3 – Playdough with children at an early childhood setting
- completing the Workplace Activity Record 1.3
- storing photos or notes from this activity in your evidence portfolio

Foundation skills in the workplace:

- *Making decisions: selecting activities for children*
- *Numeracy: measurements and amounts for playdough*



Learning notes 1.3

Physical development

Physical development is about what a child can do with their body – how they learn to do activities using their arms, legs, hands, feet, fingers, toes, lips etc. Physical development has three parts:

1 Gross motor development

‘Gross’ means ‘big’ or ‘large’ and this development involves children using the big muscles of the body, such as the muscles in our arms, legs, chest and back.

Example:

Activities such as running, jumping, walking, throwing, crawling and climbing.

2 Fine motor development

‘Fine’ means ‘small’ or ‘little’ and this development involves children using the small muscles of the body, such as the muscles in our hands, fingers, tongue, toes, eyes and face.

Example:

Activities such as drawing, painting, threading and cutting.

For some activities you need to use your eyes at the same time as you use your hand muscles. This is called **eye hand coordination** and it is a developmental skill.

Example:

Activities such as eating food, threading string or hitting a ball. You are using your hands to hold things while at the same time you are looking at what you are holding.



3 Growth

Physical development is also about how a child grows. The growth of a child can be measured by how tall they are (**height**) and how heavy they are (**weight**).

Learning and developing skills through play

Being able to do something is a **skill** and children learn and develop skills through their play activities.

Example:

Walking, running, catching balls and cutting are all skills that children learn through activities and playing.

Children develop their skills in everything that they do. Session 1.2 discussed milestones of development and how a child learns a skill and then they are ready to move to the next skill.

Children develop their skills by playing with activities over and over again – **practicing** their skills.

Example:

When children are learning to stand they will fall over and over until they learn to balance on two feet.

In early childhood environments, children are learning and developing their skills while they are playing.

The EYLF vision of '**becoming**' reflects the children learning, growing and developing across all areas of development in the first few years of life.



Community example

Learning in the Early Years of Life

How do children learn Ngaanyajtarra way?

They learn when grandpop talks to them. Also they learn by watching, looking at nanna making wirra (tapping stick) or making damper.

When they go out bush mum is digging witchety grubs, bardi, honey ants and showing them, giving them a taste of things that are good for them. Sometimes the children get frightened but at the end they have a good feed.

At playgroup when the children are playing together on slides and talking together they are learning. Sometimes they are playing alone, using outside equipment, learning to use it.

They talk about the activities in Ngaanyatjarra, they copy each other, they play with the same things every day - they are learning.

— Beryl Jennings

‘Little children playing and learning’

At playgroups, children learn while they are playing.

Children learn:

- by watching others do things
- by talking with others who can do things
- by trying out things for themselves
- by doing things over and over until the activity is easy for them

At playgroups, while they are playing, children are learning:

- learning how to ‘do’ things
- learning how to share with other children
- learning how to listen to others
- learning how to try things by themselves until they can do it
- learning how to ask for help from adults
- learning how to work in groups

— Anne Shinkfield

From ‘Playgroups – Playing to Get Ready for School’, (2006), page 24





Word list 1.3

Word	Meaning
activities	
muscle	
gross motor development	
fine motor development	
crawling	
climbing	
drawing	
threading	
tongue	
eye hand coordination	
height	
measured	
heavy	
weight	
practising	



Activity 1.3 Playdough

Playing with playdough is an excellent way to encourage the development of children's fine motor skills.

Preparation:

- Negotiate with staff where and when you will do the activity in the early childhood setting and with which children (and parents)
- Read 'Learning through Play – Playdough' to find out what the children could learn while they are playing with playdough
- Decide if you will make the playdough yourself or it will be part of the activity with the children
- Collect the ingredients for the playdough
- Plan the play activities for the children
- Arrange for someone to take photos of the playdough activity for you to use

Doing the activity:

- Set up the activity and then help the children / parents with making the playdough, doing the playdough activities
- Watch how the children show interest and enjoy the activity

Follow up to the activity:

- Pack away and clean up the activity area
- Complete Workplace Activity Record 1.3
- Date and name photos of the preparation and the children doing the activity and store them in your evidence portfolio

Learning through play

Playdough

Ages of children:

Any age as long as an adult watches over very young children

Domains of development:

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

EYLF learning

outcomes:

Belonging,
Being,
Becoming

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

Physical development – fine motor skills:

- using their fingers and hands for rolling, cutting and pushing the playdough

Social and/or emotional development:

- playing with others
- sharing the rollers, shapes and the playdough

Cognitive development:

- thinking about what they will do, what the playdough feels like, what they can do with it, watching others use the playdough
- making things with playdough – using creative skills

Language development:

- talking about what they are doing
- listening to others talk about what they are doing

Playdough recipe

Activity 1.3 Playdough recipe

This recipe makes playdough for two children

You will need:



Mixing bowl, cup, spoon, wooden spoon, plastic mat, air tight bag

- 3 cups plain flour
- 1 and 1/2 cups salt
- 3 big spoons of vegetable oil
- 2 big spoons of cream of tartar
- 2 cups water – 1 cup hot tap water, 1 cup cold tap water
- Colouring – food dye, 1 teaspoon

To make the playdough:



- Mix flour, salt, vegetable oil and cream of tartar in a bowl
- Pour in the water, add the food colouring and stir
- Knead the dough on a mat and let it cool
- Store in an air tight bag in the fridge





Workplace activity record 1.3

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 1.3

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 1.4 Social development and Emotional development



In this session you'll learn that:

- social development is about how children get along with others
- emotional development is about how children feel about themselves
- children learn social skills while they are playing with others
- joining in activities with others, either as children in the play environment or as adults in the workplace, requires good social skills

Early Years Learning Framework links:

- *Principle 1: Secure, respectful and reciprocal relationships*
- *Learning outcome 1: Children have a strong sense of identity – children learn to interact in relation to others with care, empathy and respect*

You'll show you've learnt this by:

- preparing and carrying out Activity 1.4 – Sand and Water Play with children at an early childhood setting
- completing Workplace Activity Record 1.4
- storing photos from this activity in your evidence portfolio

Foundation skills in the workplace:

- *Teamwork: working well with other people to provide an excellent learning environment for the children*
- *Oral Communication: encouraging children during their activities*



Learning notes 1.4

Emotional development

A child's emotional development is about:

- how a child feels about things in their life – who they are and what they do
- their emotions - feeling happy or sad about things
- knowing that they are loved by their family
- knowing that they are cared for and encouraged
- knowing and feeling that they are safe

Example:

Children show that they are happy when they smile and run over to the play leader to share in an activity that they enjoy.

Example:

Children feel pleased with themselves when they build a tower of blocks that doesn't fall over.

Social development

Social development is about how a child learns to get on with others. Just as children develop their physical skills as they grow older, children also develop their social skills.

Social skills are about learning how to get on with other people, to share, to take turns, to talk with others in the group, to make friends and to play and work together.



Developing social skills:

Children develop their social skills by watching and copying other people and by practicing these skills themselves.

Children learn and practice social skills while they are playing with other children and within their family and community.

When children are playing together, they are learning:

- to care for others
- to share and take turns
- to communicate with others by listening and talking
- about themselves – what they can do, what they like, what makes them happy or sad
- about other people and how to work well with them

Children are often at different stages of social development even if they are the same ages

Example:

Some young children have learnt skills such as sharing and other children of the same age may not have learnt how to share yet.

When children play together they learn social skills while they are playing. In early childhood environments, children have their parent or early childhood educators with them to encourage them to practice good social skills during their play activities



Community example

Social learning:

Mum's are showing the little ones about all the activities – they are learning together. The children are learning the activities and at the same time they are learning how to play together.

– Beryl Jennings

'Learning to play and work together'

At playgroup and at school, there are lots of children and they all have to learn to play and work together.

Sometimes, there may not be enough toys or bikes for everyone to have one at the same time – so the children have to learn to share and to wait for their turn.

Sometimes the children have to learn to be careful of other children and to help them, or learn to work in a group to make something together.

Learning these things while they are young, with their mothers to help them, will make it easier for the children later at school.



– Anne Shinkfield

From 'Playgroups – Playing to Get Ready for School', (2006), page 21



Word list 1.4

Word	Meaning
social development	
emotional development	
psychological development	
community	
copying	
emotions	
communicate	
notice	
encourage	
listen	
cooperating	
ideas	



Activity 1.4 Sand and Water Play

Sand and water play activities provide a great opportunity for a group of children to develop their social skills while they are playing.

Preparation:

- Negotiate with staff where and when you will do the activity in the early childhood setting and with which children (and parents)
- Read 'Learning through play – sand and water play' to find out what the children could learn while they are playing during these activities
- Select and plan one interesting sand and water play activity for the children

Doing the activity:

- Prepare the activity materials and set up the activity area.
- Help the children with the activities
- Watch how the children play with the sand and water and how they show interest and enjoy the activity

Follow up to the activity:

- Pack away and clean up the activity area
- Complete Workplace Activity Record 1.4
- Date and name photos of the preparation and the children doing the activity and store them in your evidence portfolio

Learning through play

Sand and Water play

Ages of children:

Any age as long as an adult watches over very young children

Domains of development:

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

EYLF learning outcomes:

children learn to interact in relation to others...
from LO 1

What are the children learning while they are playing with sand and water?

Physical development – fine motor skills:

- using their fingers and hands for digging, pouring, building, smoothing, splashing

Social and/or emotional development:

- talking with others, making room for others, caring for others
- sharing the sand and water toys, taking turns

Cognitive development:

- thinking about what they will do – trying out ideas – making sand castles, pouring water into containers
- watching others play
- learning about water – eg what can float? what can sink?

Language development:

- talking about what they are doing
- listening to others talking about what they are doing



Workplace activity record 1.4

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 1.4

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



Session 1.5 Language Development



In this session you'll learn that:

- cognitive development is about using the brain and thinking
- language and communication development are part of cognitive development
- there are milestones for children's language development
- young children learn best in their home language
- play activities encourage the development of children's language

Early Years Learning Framework links:

- *Principle 2: Partnerships*
- *Practice: Cultural Competence*
- *Learning outcome 1: Children have a strong sense of identity – children develop knowledgeable and confident self-identities*

You'll show you've learnt this by:

- preparing and carrying out Activity 1.5 – Making a photo booklet
- completing Workplace Activity Record 1.5
- storing photos from this activity in your evidence portfolio

Foundation skills in the workplace:

- *Reading: about milestones in children's language development*
- *Writing: completing the Workplace Activity Record for each session*
- *Technology and Digital Literacy: taking photos, printing photos and creating a photo book for the children*



Learning notes 1.5

Language development

Language development is an important part of cognitive development.

Language is used for:

- thinking, solving problems and imagining
- understanding and learning – making sense of things in the environment and our experiences
- talking and listening, reading and writing – communicating with others

Communication is about sending / giving messages and receiving messages.

Communication can happen in many different ways – through spoken words (language), body movements, gestures, facial expressions, signs and pictures.



Developing language skills

Language skills start to develop from birth. Babies use different cries to communicate different needs. Babies listen to sounds around them and respond with smiles or sounds to voices that they recognise.

As they grow, children continue to develop their language by listening to and watching those around them - talking, telling stories and singing songs.

Children learn language skills while they are playing. While children are playing they are thinking, talking and listening – developing their language and their language skills.

Children also learn by asking questions – learning about language at the same time as they learn to understand things around them.

A child's language development is encouraged when you talk to a child (and listen to the child talk to you) while you are doing activities with them.

Children learn by watching and listening to those around them, so we need to be good role models for children – both in what they see and what they hear.

Parents and family, and early childhood educators, have an important role in encouraging children's language development.



Children who speak more than one language

As they develop, children learn the language of their home and family. A home language is the language the family uses at home and is the language through which the family raise their children. This shared language gives family members a strong sense of encouragement and identity. Young children learn best in their home language.

For children from non-English speaking homes, it is important to work out what language will be used in the early childhood setting and why that language should be used.

The following 'Community Example' describes the playgroup context in the Ngaanyatjarra communities in remote Western Australia, where the Indigenous language of Ngaanyatjarra is still the children's home language. In these community playgroups, the home language is used at playgroup so that the children can continue to learn in and through their home language in their early years of life. Using the home language at the playgroup also encourages and enables the parents and family adults to assist their children using their known home language.

A child's home language must be valued. If the early childhood setting uses a different language to the child's home language then there should be additional support for the child to help them play and learn through a second language.



Community example

Young children learn best in their home language

It is best to speak Ngaanyatjarra at playgroup with the children, because this is the language they use at home. In the family, when they are playing with sister, or big brother or aunties or grandmothers, they are talking and have someone to ask 'What is this? Who is that?' When people are all talking in Ngaanyatjarra it makes us feel happy.

– Beryl Jennings



Parents are the best teachers for little children, so the language used at home is the best language for helping children to learn new things.

At playgroups, mothers can more easily help their children with the activities if they can use their own language.

When children go to school there are two main things to learn there that are different to a child's life at home in the Ngaanyatjarra community:

- Different activities
- Different language

At playgroup, when the playgroup is in the child's home language, the children can get used to all the different activities.

Then when they go to school, they will know the activities and they will just need to learn the language for school – Standard Australian English.

– Anne Shinkfield

From 'Playgroups – Playing to Get Ready for School', (2006), page 7



Word list 1.5

Word	Meaning
language	
solving problems	
understand	
gestures	
facial expressions	
recognise	
questions	
communicate	
role model	
environment	
experience	
voices	
respond	
photo	
remember	



Activity 1.5 Photo booklet

Talking with children about photos of themselves and family in the shared activities of playdough and sand and water play is a great way of encouraging children's language.

Preparation:

- Negotiate with staff where and when you will do the activity in the early childhood setting and with which children (and parents)
- Read 'Learning through Play – Photo booklet' to find out what the children could learn through this activity
- Select photos taken from sessions 1.3 and 1.4 to make a photo booklet
- Think about the type and size of book, gather the materials (or use the computer) and make the photo booklet. Will you laminate the book?
- Make sure that if you use any words that they are in the child's language

Doing the activity:

- Show the children the photo booklet and talk about the photos together.
- Watch and listen for the language the children use and how they show interest and enjoyment

Follow up to the activity:

- If you leave the booklets at the early childhood setting, make sure you have a copy (or photos of each page) to include in your evidence portfolio
- Complete Workplace Activity Record 1.5

Learning through play

Photo booklet

Ages of children:

Any age – the adult will talk to the child the right way for the age of the child

Domains of development:

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

EYLF learning outcomes:

children develop knowledgeable and confident self-identities...
from LO 1

What are the children learning while they are looking at and talking about the photos with you?

Physical development – fine motor skills:

- using their fingers / hands to hold the book and turn the pages

Social and/or emotional development:

- feeling happy and valued as you spend time with them and share the book and listen to them talk about the photos
- knowing that they are an important person in the playgroup

Cognitive development:

- thinking about what they see, remembering the activities
- learning about books – turning pages, talking about pictures

Language development:

- talking about the photos
- asking questions
- listening to others talk



Workplace activity record 1.5

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 1.5

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 1.6 Cognitive development



In this session you'll learn that:

- cognitive development is about using the brain for thinking, language, creativity and problem solving
- experiences that encourage problem solving and inquiry encourage children's cognitive development
- experiences such as imaginative play (pretending), art, music, story-telling and drama encourage children's cognitive development and their creative skills

Early Years Learning Framework links:

- *Practice: 'Learning through Play'*
- *Learning outcome 5: Children are effective communicators – children express ideas and make meaning*

You'll show you've learnt this by:

- preparing and carrying out Activity 1.6 – Collage
- completing Workplace Activity Record 1.6
- storing photos from this activity in your evidence portfolio

Foundation skills in the workplace:

- *Innovation and creation: thinking of different collage materials and new ways that children can use the materials*



Learning notes 1.6

Cognitive development

Cognitive development is about how we use our brain for thinking, learning, language, talking, listening, imagining and problem solving.

Children's cognitive development begins as soon as they are born, when they use their senses - seeing, hearing, smelling, tasting and touching - to understand (to make sense) of every part of their experience.

Exploring the play environment

Children like finding out about things around them – they like exploring their environment. Many play activities encourage children to use their senses – sight, hearing, smell, taste and touch to explore their environment. Often, these activities and experiences give children lots of ideas that they can creatively express through art, music, story-telling, pretending or making things.

Providing interesting play activities and experiences for children, with lots of time for them to explore and follow their interests, encourages children's cognitive development and extends their creative skills while they are playing.



Discuss and write some activities that encourage children to use each of these senses...



Seeing:



Smelling:



Hearing:



Tasting:



Touching:



Creativity

The development of a child's creative skills is part of their cognitive development. Creativity is thinking about things in new ways and solving problems. Creativity is also about making new things in art, music, dance and stories.

Creativity is part of cognitive development because the child is using their brain to think about things, to imagine things, to pretend and to make new things.

To be creative you need to:

- have an idea about how something could be made, expressed, played
- think about how this could be done
- make or do something to express this idea – a dance, a painting, a song

Example:

Children drawing about an activity that they enjoyed may use different colours, shapes and textures for their picture.

Children can develop their creative skills while they are playing. An interesting environment with lots of activities for them to do will encourage their cognitive development and their creative skills.



Word list 1.6

Word	Meaning
creative	
imagine / imagination	
explore	
pretend	
environment	
creative process	
discovering	
experiences	
senses	
sight	
touch	
opportunities	
participate	
interesting	
express	
collage	
texture	



Activity 1.6 Collage

A collage activity provides opportunities for children's cognitive development, using skills of thinking, imagining, problem-solving, observing, planning, talking and listening.

Preparation:

- Negotiate with staff where and when you will do the activity in the early childhood setting and with which children (and parents).
- Read 'Learning through Play – Collage' to find out what the children could learn during this activity
- Decide what the collage will be about. Collect a range of materials suitable for the children to use for the collage and then plan how it could work out.

Doing the activity:

- Prepare the materials and set up the activity for the children
- Introduce the activity to the children
- Assist them to do the activity as needed, encourage them while they are working
- Note how the children use the materials, what skills they are using and their interest and enjoyment of the activity

Follow up to the activity:

- Clear up the activity area and display the collage activities
- Complete Workplace Activity Record 1.6
- Date and name photos of the preparation and the children doing the activity and store them in your evidence portfolio

Learning through play

Collage

Ages of children:

Children aged 2 or 3 years, but 1 year olds could join in with their mothers helping them.

Domains of development:

Physical development
Social and/or emotional development
Cognitive development
Language development

EYLF learning outcomes:

children express ideas and make meaning...
from LO 5

What are the children learning while they are making a collage?

Physical development – fine motor skills:

- using their fingers and hands for cutting, pasting, tearing
- learning how to cut, how to paste, how to tear paper, how to use different materials

Social and/or emotional development:

- sharing the paste, scissors, materials etc and taking turns
- feeling happy with what they are doing and happy with themselves

Cognitive development:

- creative skills – thinking about what they will do, how they will set things out, what to choose next and what colours they like

Language development:

- talking about what they are doing
- listening to others talk about what they are doing
- asking questions



Workplace activity record 1.6

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 1.6

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 1.7

Provide a safe play environment for children Supervise children at play



In this session you'll learn about:

- what is required to make the play environment safe for children
- the importance of supervising children at early childhood settings
- how early childhood educators provide safe play environments and supervise children at play

Early Years Learning Framework links:

- *Practice: 'Responsiveness to Children'*
- *Practice: 'Learning Environments'*
- *Learning outcome 3: Children have a strong sense of wellbeing – children take increasing responsibility for their own health and wellbeing*

You'll show you've learnt this by:

- preparing and carrying out Activity 1.7 – Obstacle course
- completing Workplace Activity Record 1.7
- storing photos from this activity in your evidence portfolio

Foundation skills in the workplace:

- *Reading: the safety checklist for the play environment*
- *Planning and organising: the obstacle course activity*



Learning notes 1.7

Providing a safe play environment for children

Children enjoy playing and it is important that their play environment is safe for them to play in – safe from danger and possible accidents.

It is the responsibility of early childhood educators, at a playgroup, crèche or child care centre, to make sure that the play environment is safe for everyone, for children and for adults and that the environment is free from hazards.

One way of making sure the play environment is safe, is to make a 'safety checklist' for your early childhood environment – a list of things to check each day or each week so that the play environment is safe for everyone.

Safety checklist

A safety checklist may include:

- checking for hazards/danger around the environment
- safe and clean equipment and toys
- storing things safely
- keeping a clean and hygienic play environment
- having safe places for children to engage in activities

The checklist could be put on the wall for everyone to see. With daily checking for safety by the early childhood educators, the children will enjoy their play time and will be less likely to get hurt, or hurt themselves or anyone else, while they are playing.



This is an example of a **'safety checklist'** for a play environment:

Safety Checklist

1 Check for hazards/danger each day:

- Any spiders, broken glass, animal tracks?

2 Equipment and toys

- Are all the toys and equipment safe - no broken parts?
- Are the toys for babies safe – with no little pieces?

3 Storing things

- Are toys and equipment stored safely when they aren't being used?
- Are kitchen things and cleaning products stored safely out of the reach of children?

4 Cleaning

- Is everything clean - floors washed, tables clean,
- Are the bins emptied each day?

5 Play environment

- Is there a shade area for children if it is sunny?
- Are there safe places for bike tracks, sandpits and swings – so children won't bump into each other?



Supervision of children at play

Even in a safe play environment, it is important that children are always watched by an adult at any early childhood setting, so that the adult can intervene (protect the child) if anything dangerous happens.

Supervision is about making sure people are safe in an environment.

Children playing at home

When children are playing at home, safety of the children is the responsibility of the family. The family is responsible for supervising (watching over) the children their own way.

Children playing in early childhood settings

When children are playing in a public place – such as a playgroup, crèche, child care centre or a school ground, there are regulations (laws) about keeping children safe. These include:

- how the children will be supervised
- the numbers of adults required to watch over a group of children
- what it means to supervise children safely and legally

This supervision by staff of children in a public place is called **‘duty of care’**.



In early childhood settings, responsible adults supervise children by:

- knowing where every child is all the time
- being able to see each child all the time
- being in the same place as the children and watching them play
- making sure the children are playing safely, so the children don't hurt themselves or those around them

Example:

If some children are outside in the sandpit, some adults must be outside watching them.

Supervision and duty of care at playgroups

At playgroups, parents come with their children and stay with their children while they do the activities – the parents supervise their own children.

However, as the playgroups are often in public places in communities and towns, supervision may be shared with parents but **'duty of care'** must be done.

At playgroups, many children are not used to sharing, playing with others, taking turns or using some of the equipment. It is very important that the mothers not only supervise the safety of their own children but that they encourage the children to play well together. The playgroup facilitator often may assist families with these responsibilities.

Supervision and duty of care at early childhood centres

At crèches / child care centres, the parents are not with their children and so the early childhood educator has the very important responsibility of **'duty of care'** for each child. Each centre will have **'duty of care'** standards that must be met.



Word list 1.7

Word	Meaning
supervising / supervision	
environment	
danger / dangerous	
accidents	
responsibility	
checklist	
hurt	
intervene	
equipment	
kitchen	
cleaning products	
public	
regulations	
duty of care	
obstacle course	
hazard	



Activity 1.7 – Obstacle Course

An obstacle course for little children can be an interesting and safe play environment where they can develop many skills. Supervision is always necessary for this activity.

Preparation:

- Negotiate with staff where and when you will do the activity in the early childhood setting and with which children (and parents)
- Read 'Learning through Play – Obstacle course' to find out what the children could learn
- Review the milestones of physical development for these children
- Select appropriate activities for the ages and development of the children and draw a plan for the obstacle course
- Check the plan for safety and arrange for the supervision of the children

Doing the activity:

- Collect the equipment and materials, set up the course and encourage the children while they are going through the activities
- Watch how the children of different ages play at each activity

Follow up to the activity:

- Pack up all the equipment
- Complete Workplace Activity Record 1.7
- Date and name photos of the preparation and of the children doing the activity and store them in your evidence portfolio

Learning through play

Obstacle Course

Ages of children:

Over 1 year old –
depending on their gross motor skills

Domains of development:

Physical development
Social and/or emotional development
Cognitive development
Language development

EYLF learning

outcomes:

children take
increasing
responsibility
for their own
wellbeing...
from LO 3

What are the children learning while they are moving through an obstacle course

Physical development – gross motor skills:

- skills of climbing, balancing, jumping and co-ordination

Social and/or emotional development:

- taking turns on equipment, sharing equipment
- considering others when using equipment
- feeling pleased with themselves after completing the activities
- having a sense of achievement about the task

Cognitive development:

- thinking about how to move on some of the equipment, how to keep safe on the equipment – especially for new things
- watching others move through the obstacle course

Language development:

- listening to instructions
- talking about what they are doing
- talking to others during the activity



Workplace activity record 1.7

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 1.7

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 1.8

Selecting play activities for children



In this session you'll learn to:

- select play activities to meet the needs and interests of the children
- select play activities to match the space of the children's play environment
- select activities for inside and outside play

Early Years Learning Framework links:

- *Practice: 'Responsiveness to children'*
- *Learning Outcome 1: Children have a strong sense of identity – children develop their emerging autonomy, inter-dependence, resilience and sense of agency*

You'll show you've learnt this by:

- presenting a plan of your early childhood setting, showing the set up of inside and outside play environments
- preparing and carrying out Activity 1.8 – Ball Games with children
- completing the Workplace Activity Record 1.8
- storing photos from this activity in your evidence portfolio

Foundation skills in the workplace:

- *Technology and digital literacy: drawing the plan for an inside and outside play environment. Downloading the photos to add to the evidence portfolio*



Learning notes 1.8

Selecting play activities for children

When you select play activities for children you need to think about three things:

- what will the children learn while they are playing?
- what activities will meet the needs of all the children?
- what is the children's play environment like?

Play activities can also be challenging and interesting activities.

- **Challenging activities** involve children exploring things, trying out new skills and learning new skills while they play.

Examples:

Activities such as moving through an obstacle course and learning new ball games.

- **Interesting activities** get children's attention. Children will want to join in when a play activity looks like fun.

Examples:

Activities such as playing with goop and using water wheels during water and sand play.

Children learn best when they are interested in the activity. Because all children are different it is a good idea to have a range of activities in the play and learning environment. Children can then choose to play with things that they are most interested in.



The play activities that you select for children will depend on the ages and interests of the children.

Children of **different ages** have different skills that they are developing and so activities are selected that match the developmental skills of each child.

Example:

3 year olds are starting to learn to group objects of different colours and shapes and may like to play matching games.

Children have **different interests**. It is important to find out:

- what do the children like doing?
- do they like doing some of the same activities every time they come (like easel painting)?
- do they like to play with blocks and equipment to make different things?
- do they like playing outside?

Example:

Extending children's play activities can be very helpful. If you notice that a child often likes to build with blocks, perhaps you could provide cars and trucks one day to add to their block play.

The play and learning environment:

The play activities that you select for the children also depend on the space that is available for playing.

Example:

You would only choose ball activities for children if the play area was safe and had enough room for the children to play with balls.



The children's play environment must:

- have fences and child proof gates to protect the children from cars and other dangers
- have places for babies to play that are not too close to the activities of 1 and 2 year olds
- have enough room for the activities that you have chosen.

Example:

Making sure that children who are playing ball games won't bump into children who are painting at easels outside or playing in the sand pit.

Inside and outside play:

In any play environment there is usually an inside play area and an outside play area. Some activities are best for playing outside and some for inside. Some activities can be outside or inside activities.

Example:

Inside activities can be painting, home corner, cooking, drawing, playdough, puzzles, looking at books and dancing to music

Example:

Outside activities can be sand play, water play, ball games, riding bikes, climbing, running and jumping

Example:

Activities that can be in both inside and outside environments include painting, dancing, home corner and cubby house play

Activity: To assist you in planning for play activities, draw a plan for the inside and outside areas of your play environment and show where each of the activities could happen.



Word list 1.8

Word	Meaning
select / selecting / selection	
choose / choosing / choice	
explore	
challenging	
interesting	
interests	
practice	
environment	



Activity 1.8 Ball games

Children enjoy ball games when they are interesting and challenging for them and the games are set up in an appropriate environment.

Preparation:

- Negotiate with staff where and when you will do the activity in the early childhood setting and with which children (and parents)
- Select a ball game for 1 – 1½ year olds and a different ball game for 2 – 3 year olds. Consider the children's interests, their physical skill development and the play environment
- Make a list of the equipment needed for each activity
- Read 'Learning through Play – Ball games' to find out what the children could learn

Doing the activity:

- Set up the activities and decide which activity to introduce first
- Introduce each activity, assist the children and watch how the different aged children play with the ball game
- Help to supervise the children

Follow up to the activity:

- When the children are finished, pack away the equipment
- Complete Workplace Activity Record 1.8 and your plan of the environment
- Date and name photos of the preparation and the children doing the activity and store them in your evidence portfolio

Learning through play

Ball Games

Ages of children:

6 months and older – with different activities for the different ages

Domains of development:

Physical development
Social and/or emotional development
Cognitive development
Language development

EYLF learning outcomes:

children develop their emerging autonomy, inter-dependence...
from LO 1

What are the children learning while they are playing ball games?

Physical development – fine and gross motor skills, eye/ hand coordination:

- holding the balls in their hands
- skills of throwing, catching, rolling, hitting balls, skills of running and moving backwards and forwards
- coordinating their hands and eyes together to catch balls, to hit balls

Social and/or emotional development:

- playing with others, sharing, taking turns.
- feeling good about themselves as they learn new skills

Cognitive development:

- thinking about the activities, working out how to do activities
- learning the rules of some ball games

Language development:

- listening to instructions
- talking about what they are doing
- talking with others during the game



Workplace activity record 1.8

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 1.8

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 1

- 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 1

Workplace activity record completed:

1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8
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Evidence portfolio for each session – workplace activity photos, learning through play posters checked:

1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8
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5 workplace journals photocopied dated and added to the evidence portfolio:

___	___	___	___	___
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Additional activities:

Plan of inside and outside play and learning environment (1.8)

My Learning so far Book 1



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 1

Session 1.1	Vision: Belonging – what this means for children in their early years of life
Session 1.2	Vision: Being – what this means for children in their early years of life
Session 1.3	Vision: Becoming – what this means for children in their early years of life EYLF outcomes: Belonging, Being, Becoming
Session 1.4	Principle 1: Secure, respectful and reciprocal relationships Learning outcome 1: Children have a strong sense of identity – children learn to interact in relation to others with care, empathy and respect
Session 1.5	Principle 2: Partnerships Practice: Cultural Competence Learning outcome 1: Children have a strong sense of identity – children develop knowledgeable and confident self-identities
Session 1.6	Practice: Learning through play Learning outcome 5: Children are effective communicators – children express ideas and make meaning
Session 1.7	Practice: Responsiveness to children Practice: Learning environments Learning outcome 3: Children have a strong sense of wellbeing – children take increasing responsibility for their own health and wellbeing
Session 1.8	Practice: Responsiveness to children Learning outcome 1: Children have a strong sense of identity – children develop their emerging autonomy, inter-dependence, resilience and sense of agency



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 1

Session 1.1	Reading: introducing new words about children's development
Session 1.2	Learning: about the milestones of development shown by children of different ages
Session 1.3	Making decisions: selecting activities for children Numeracy: measurements and amounts for playdough
Session 1.4	Teamwork: working well with other people to provide an excellent learning environment for the children Oral Communication: encouraging children during their activities
Session 1.5	Reading: about milestones in children's language development Writing: completing the Workplace Activity Record for each session Technology and Digital Literacy: taking photos, printing photos and creating a photo book for the children
Session 1.6	Innovation and creation: thinking of different collage materials and new ways that children can use the materials
Session 1.7	Reading: the safety checklist for the play environment Planning and organising: the obstacle course activity
Session 1.8	Technology and digital literacy: drawing the plan for an inside and outside play environment. Downloading the photos to add to the evidence portfolio



Resource materials to support this program

General resources:

EYLF:

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

<http://education.gov.au/early-years-learning-framework>

Child Development, Play and Learning:

www.raisingchildren.net.au

www.abc.net.au/parenting

www.earlychildhoodaustralia.org.au

www.cyh.com.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 resources: www.playgroupwa.com.au/news-notice/play-ideas

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

<http://batchelorpress.com/books/talking-early-childhood>

Reference for Community Examples:

Playgroups – Playing to get ready for school, by A. Shinkfield and B. Jennings

(2006) www.shinkfield.net/playgroup.html



Session related resources:

1.3 Early brain development

www.kidsmatter.edu.au/sites/default/files/public/Kidsmatter-Early-Childhood-neruodevelopment-web.pdf

2.2 Observation opportunities

'Connecting with Practice' vignettes:

Early Childhood Australia National Quality Standard Professional Learning Program

<http://www.earlychildhoodaustralia.org.au/nqsplp/>

2.3 – 2.5 Nutrition and health

www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating

Australian Government NHMRC Eat for Health, Infant Feeding Guidelines

http://www.nhmrc.gov.au/files_nhmrc/publications/attachments/n56_infant_feeding_guidelines.pdf

<http://www.health.gov.au/internet/main/publishing.nsf/Content/phd-early-childhood-nutrition-resources>

Staying Healthy in Child Care: Preventing infectious diseases in early childhood education and care services (5th Edition)

https://www.nhmrc.gov.au/files_nhmrc/publications/attachments/ch55_staying_healthy_5th_edition_150602.pdf

3.1 – 3.2 Babies and Infants

Early Childhood Australia National Quality Standard Professional Learning Program

<http://www.earlychildhoodaustralia.org.au/nqsplp/>

Babies cues video http://raisingchildren.net.au/baby_cues/baby_cues.html

3.3 – 3.4 Inclusive practices

E-newsletters numbers 38 and 41 <http://www.earlychildhoodaustralia.org.au/nqsplp/>

http://raisingchildren.net.au/disabilities_guide/guide_to_disabilities.html

3.5 Transition to school

<http://www.earlychildhoodaustralia.org.au/parent-resources/transition-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

www.education.gov.au/australian-core-skills-framework

Resumes:

www.youthcentral.vic.gov.au/jobs-careers/applying-for-jobs/

