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This unit learning guide relates to the following National Qualifications:

- CHC30113 Certificate III in Early Childhood Education and Care
- CHC50113 Diploma of Early Childhood Education and Care
- CHC40113 Certificate IV in School Age Education and Care
- CHC50213 Diploma of School Age Education and Care

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Table of Contents

Table of Contents ........................................................................................................................................... 3

How to Use This Learning Guide .................................................................................................................. 5

Learning Guide Icons ........................................................................................................................................ 6
Tips for Successful Study! ................................................................................................................................. 7
Learning Outcomes .......................................................................................................................................... 10

Chapter 1: Reflect On Own Practice ............................................................................................................. 11

What is Self Evaluation? .................................................................................................................................. 11
What is Self Reflection? ....................................................................................................................................... 11
Reflecting in the Workplace ............................................................................................................................... 13
Underlying Self-Evaluation in Conjunction with Supervisors and/or Peers .................................................. 15
Self Awareness, Self Management and Social Awareness .............................................................................. 15
What is Self Awareness? ................................................................................................................................. 15
Recognise requirements of self-care and identify requirements for additional support ............................ 16
What is Social Awareness? .............................................................................................................................. 18
What is Relationship Management? .............................................................................................................. 18
What Are Personal Qualities? ......................................................................................................................... 19
What are Learning Positions? ......................................................................................................................... 20
What are Learning Styles? ............................................................................................................................... 21
How to Reflect While Learning ...................................................................................................................... 22
Example: Critical Reflection Tool .................................................................................................................. 23
Receiving and Providing Feedback ................................................................................................................ 26
What is NLP? .................................................................................................................................................... 26
Actively Seek Feedback and Accept it Non-Defensively ............................................................................. 30

Chapter 2: Ensuring Continuing Support and Supervision ......................................................................... 34

Identifying Networks ....................................................................................................................................... 34
Types of Supports ............................................................................................................................................ 34
What Is An Educational Leader? ..................................................................................................................... 35
Seeking Advice and Training for an Identified Need .................................................................................... 36
Trusted Support Websites and Links ............................................................................................................. 37
Recognising and Sourcing Training ................................................................................................................ 39
Observe Agency Guidelines in Relation to Professional Development ....................................................... 40
Discussing Training Needs With Your Supervisor ....................................................................................... 43
Improving Practice Using Appraisal of Current Industry Developments .................................................. 43
Education and Care Services Regulations ..................................................................................................... 45
National Quality Standards ............................................................................................................................ 46
Five Rating levels ............................................................................................................................................. 47
National Quality Standards: ............................................................................................................................. 47
Approved Frameworks .................................................................................................................................... 48
The ECA Code of Ethics ................................................................................................................................. 48
Quality Improvement Plan ............................................................................................................................... 50
Participating in Review Mechanisms ............................................................................................................ 50
Example: Individual Goal Action Plan .......................................................................................................... 51
Evaluating Needs and Taking Action .............................................................................................................. 51

Chapter 3: Operate Within an Agreed Code of Ethics or Practice .............................................................. 53

Assessing Your Own Practice Using Valid Evidence ..................................................................................... 53
The ECA Code of Ethics ................................................................................................................................. 54
The National Quality Standards (NQs) ............................................................................................................ 55
Quality Improvement Plan (QIP) ..................................................................................................................... 56
EYLF & MTOP .................................................................................................................................................. 56
Recognise the Effect of Values, Beliefs and Behaviour in Work with Clients ............................................... 56
Establish Realistic Goals and Targets for Self-Development ........................................................................ 57
Example: Reflection Tool & Strategies ........................................................................................................ 59
Adhering to Legal Parameters and Requirements of Employment ............................................................ 60
How to Use This Learning Guide

In this Learning Guide, you will find the information you need to develop the skills and knowledge to become a confident, professional Educator. To help you transfer your skills into practice, we have provided a range of links to videos and other website resources and recommend you take time to look at these. All CRA Learning Guides link to the National Quality Frameworks (NQF) for each unit. This includes the National Regulations, Standards and Approved Frameworks you will need to use as an Educator working in regulated Children’s Service in Australia. We recommend you have these available on your computer or print out a copy so they are available at all times.

On the following page, are a list of icons you will see throughout the Learning Guides to direct you to important and additional information. They will help support your understanding of the topic.
Learning Guide Icons

**Reading**
When you see our reading icon, go to the document specified and read to expand your knowledge of the topic.

**Recommended Videos**
When you see our video icon, you can watch great resources online. If the link does not work, (as website links will change over time) we have provided the full name of the video and location so you can do a web or YouTube search.

**Reflection**
Our reflection icon gives you a chance to think about your own experiences or about a question posed. This help will help you to link new knowledge to your past experiences and encourage reflection of your current practice.

**Helpful Websites**
When you see our computer icon, you will be asked to go to the specified link for additional information.

**Your Turn!**
When you see our pencil icon, you can write in your Learning Guide or on another piece of paper. The exercises are for your learning only and are not part of the assessment.

**Check your answers**
When you see our memo icon, you can compare your ideas, from completing activities, with ours. These provide some feedback to you help assess your understanding of the topic.
1. **Active Reading**

Don’t just read – you will fall asleep: it’s very relaxing, you know!

- Read the **Learning Outcomes** first
- Read the **“Welcome to the unit”** second
- Read the **assessment task**.

These will tell you what you need to learn and why it’s important. As you read, your brain will notice what you need. You may even think “hey, that’s the answer to question 4!” or “this is the type of Educator I want to be!”

2. **Set yourself goals**

“Today by 11 am, I will have read up to Chapter 2” or “I will have completed the first two questions in my assessment!” Set a clear, realistic goal for the time you have to study. **Write down** your goal. Tell everyone you are unavailable and turn off your phone and social media and finish each session on a positive.

3. **Reward yourself**

Reward yourself for reaching a goal. This does not need to involve cake as we are going to reward ourselves a lot! It could be a walk to the park, a break for a cuppa, going shopping or just time off. Whatever said to you: “Well done! You have achieved”.

4. **I’m not getting this!**

If you are not understanding something or finding something frustrating. **Good!**

It means you are learning something new! Sometimes your views of life may be challenged. You are moving out of your comfort zone, growing and stretching your knowledge and skills. At times this may even feel scary. It can sometimes feel easier to run away, however this is only a temporary solution! It’s ok to go back to a time when you didn’t know how to do something and when you achieved it e.g. riding a bike, driving a car etc. How great did you feel when you could do that? You can do this.

Here are some ideas to help:

- **Ease up on yourself**. It’s ok not to know everything – you are learning! Particularly if you are changing careers and you were an expert in your past field. Remember, you will be learning and building on your past skills but the information may be new to you.

- **Watch a video related to the topic** whilst having a cuppa - this can help your understanding. Relaxing helps you learn.

- **Leave that bit and move to another bit!** This is particularly important if stuck on a question. You can always come back to that one.

- **Sleep on it.** We process information at night whilst we sleep. You may find when you wake up the next day, it will all make sense!

- **Contact your trainer for help.** You are not alone and they are there to help.

5. **I should be spending time with others**

If you have enrolled in a course it’s because you have a bigger goal and made a decision. How will achieving your goal benefit others in your life? Achieving your goals will contribute to the happiness of yourself and others. Most of all, studying in front of others, including children, models lifelong learning, resilience and provides a positive role model for their own learning.

**Happy Learning!**
Welcome to CHCPRP003 Reflect On and Improve Own Professional Practice

‘Ongoing learning’ is one of the major principles of frameworks. The one thing in life that is constant, is change. As an Educator, throughout your career you will need to adapt to change and learn the skills of reflecting and questioning your practice and researching latest pedagogy (theories about teaching and practice) to ensure you stay up to date. In this unit you will learn the skills of reflecting upon your practice, the ability to operate within an agreed code of ethics and National Standards; developing both professional and personal networks including supports.

Reading Time!

For this unit will need to download and use the following documents:
- Early Years Learning Framework
- My Time Our Place
- Early Years Learning Framework Educators guide
- My Time Our Place Educators guide

Recommended Videos

- ACECQA Resource kit - Guide to NQF located at:
  - www.acecqa.gov.au
- Early Childhood Australia Professional Learning Program

If any of the links don’t work, please google the name of these organisations to find them or any new resources of interest.

Happy Learning!
• NQF Standards
  • Quality Area 1 Educational program and practice

• Education and Care Services National Regulations 2011
  • Part 4.1 Educational Program and practice

• Links to Frameworks
  • Being, Belonging & Becoming Early Years Learning Framework
  • My Time Our Place Framework for School Age Care in Australia
  • Other approved frameworks as identified in NQF
  • Early Childhood Australia Code of Ethics

• Articles
  • Article 29
    • Education should develop each child’s personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures.
  • Article 28
    • Children have a right to an education
CHCPRP003 Reflect On and Improve Own Professional Practice

1. Reflect on own practice
   1.1 Undertake self-evaluation in conjunction with supervisors and/or peers
   1.2 Reflect on and recognise the effect of values, beliefs and behaviour in practice
   1.3 Share two-way, open and evaluative feedback with co-workers or peers
   1.4 Actively seek and reflect on feedback from clients, organisations or other relevant sources

2. Enhance own practice
   2.1 Determine improvements needed based on own evaluation and feedback from others
   2.2 Identify potential support networks both internal and external to the organisation
   2.3 Seek specialist advice or further training where need is identified
   2.4 Recognise requirements for self-care and identify requirements for additional support
   2.5 Devise, document and implement a self-development plan that sets realistic goals and targets

3. Facilitate ongoing professional development
   3.1 Access and review information on current and emerging industry developments and use these to improve practice
   3.2 Assess and confirm own practice against ethical and legal requirements and opportunities
   3.3 Identify and engage with opportunities to extend and expand own expertise
   3.4 Regularly participate in review processes as a commitment to upgrading skills and knowledge
Chapter 1

Reflect On Own Practice

What is Self Evaluation?

Self evaluation can be defined as the ability to monitor and recognise development of knowledge and skills over time. It includes an awareness of what we do not know and the need to obtain this information.

What is Self Reflection?

One of the biggest challenges to self evaluation and reflection is our own thinking and perspective on life. Neurolinguistic research suggests that our brain processes over 100,000,000 bits of information per second. Out of all of this information we only notice approximately 7,000 bits of information filtering out the rest. What are we missing? Research suggests we mainly notice what is familiar to us and exclude the rest.

Think of it like this! If you look through a pair of binoculars what do you see? Trees and grass! From your perspective this is an accurate account of what is in front of you.

A friend tells you to pan wider or look in different direction and suddenly you will see the road, sign posts, fences and grass. They have always been there you, just did not see them before. You were just seeing one part of a bigger picture.
Reflecting on our own practice is similar to using binoculars. It is understanding that we are only seeing one small perspective and to grow, we need to widen our view.

Part of our development as professional educators, is ongoing learning and reflective practice. This means we reflect on our practices and change with the times. Children change, communities change and the needs of society change. We need to modify the way we teach based on new research and theories as they are developed. We start by reflecting on our current practice and consider continuous improvement.

What can we change?
What can we do better?
Why?

Self Evaluation and reflection involves us:

- Looking wider than what we currently know and can see
- Knowing that there is always more to learn
- Believing in life-long learning and continuous improvement
- Understanding and respecting that other people will see things differently
- Considering the view of others
- Using feedback from others to grow and learn
- Viewing mistakes as opportunities for learning and improvement
Reflecting in the Workplace

To create a high quality and supportive learning environment for children, all Educators need to be on the same page. This means they need to be clear about the goals of NQF and the frameworks, ‘My Time, Our Place’ and the ‘Early Years Learning Framework’, to ensure that the environments reflect best practice.

**Principle 5: Ongoing Learning and Reflective Practices** and **Standard 7.2** relate to continuous improvement, ensuring Educators and staff in Children’s Services who are now implementing the Framework are constantly reflecting and discussing their practice as a team to gain greater understanding on utilising the framework and increase their knowledge and skills. Educators, some may have reflective journals, use staff meetings or online blogs to share their ideas. Remember, we all have different perspectives on life. As Educators, we need to stay up to date with research which often means changing what we have done in the past. Reflecting on practice means discussing different perspectives, challenging our own beliefs and values and listening.

- Do I have a partnership with the child and family?
- Do I respect diversity and different viewpoints and ways of parenting?
- Am I in the now when talking to children by actively listening?
- Do I have meaningful conversations with children?
- Do I extend their understanding by asking appropriate, meaningful questions?
- What experiences do I do with them? Do I walk to the park, cook, fish, swim and read or do I put on the television and wait for their parents to return?
- Are you starting to recognise child development and observe more closely the comments and actions children make?

---

**Reading Time!**

*My Time, Our Place & Early Years Learning Framework*

**principle: ‘Ongoing Learning and Reflective Practice for Improvement’**.

This provides another great process for reflection that you may wish to include in your service!
Identifying Networks
Identify a range of support networks both within and outside the organisation.

Adult education is about lifelong learning both professionally and personally. We change over time and at different stages of our lives we need different supports. At some time you may become someone else’s support or mentor.

As Educators it is important to be aware of the supports available to assist us grow and develop as both individuals and professionals.

Types of Supports

- **Personal Supports**

  A personal support is anything that can assist support you physically and emotionally.

  These can include:
  - Parents
  - Extended family
  - Partner
  - Your children
  - Friends
  - Carpooling with colleagues
  - Domestic help such as a house cleaner
  - Online shopping
  - Counselors
  - Doctor

- **Professional Supports**

  A professional support is anything which supports you in your job role. This may be a person or organisation and include:
  - Colleagues
What Is An Educational Leader?

As part of the principle of ongoing learning and reflection, all Children’s Services must now have an Educational Leader. This is a person who is elected to help guide discussion about the curriculum, develop goals and influence the quality of the program. This person has been chosen to assist all Educators in the service to keep up to date, encourage reflective practice and ongoing learning.

“Element 7.1.4 – provision is made to ensure a suitably qualified and experienced Educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning”.

- Supervisor
- Mentor - a more experienced co-worker available to give you guidance
- Talking with your services’ Educational Leader
- Professional Facebook pages
- Linked in - Professional forum. Type in ‘Early Childhood’ or ‘School Age Care Service’ (OOSH) to see a range of posts. You can also post for support.
- Subscribing to newsletters from ACECQA, State organisations, etc
- Subscribe to newsletters
  - Advice on Education teaching and philosophy Early Childhood Australia visit at http://www.earlychildhoodaustralia.org.au/
  - PSP - Inclusion and Professional Development Support Program visit for videos and library resources http://www.ipsplibrary.net.au/cgi-bin/koha/opac-search.pl?q=professional+development+policy
- Staying Healthy In Child Care document visit www.nhmrc.gov.au
- Children Services Central for range of resources in Early Childhood and School age care services http://www.cscentral.org.au/support/indigenous-professional-support-unit.html
Seeking Advice and Training for an Identified Need

Seek specialist advice/further training where need is identified.

Information in Children’s Services in relation to the work place changes regularly. As an Educator, it is important to keep in touch with these changes and ensure they are incorporated into your daily practices, starting with your service’s policies and procedures. In your professional research and links to services above, you may have noticed a change in legislation or suggested best practice. This may be something...
This is a sample only.
Some pages have been omitted from this preview.

Chapter 3

Operate Within an Agreed Code of Ethics or Practice

Assessing Your Own Practice using Valid Evidence
Assess and confirm own practice against ethical and legal requirements and opportunities

We are fortunate in Children’s Services to have a code of ethics, National Quality Standards and an approved framework which we can use to assess own practice against. For more detailed information about each, read other learning guides Work within a Legal and Ethical Framework and Use an Applied Framework.

Research suggests that there are three characteristics that are essential for effective reflection. These are:

1. Open mindedness
2. Responsibility
3. Whole heartedness

Reflective practitioners are more likely to have greater interest in self-improvement and have higher self-esteem.

(Killen, 2007)
It can be difficult to reflect on your practice if you don’t know where to begin or you are lacking in knowledge. Think about it in small steps and consult some professional publications as mentioned in earlier chapters. The Code of Ethics and the National Quality Standards offer a starting point and we will explore them in more detail.

The ECA Code of Ethics

The Early Childhood of Australia’s Code of Ethics plays a number of important roles in Children’s Services, including the following:

- Providing guidelines for appropriate practice
- Maintaining high standards of behaviour for workers
- Protecting workers and clients
- Protecting children, taking into account their vulnerability
- Increasing the status of the profession
- The principles in the Code of Ethics should be reflected in all policies that services develop as a guide to their daily practice.

As the world changes for children and families, it also changes for professional Educators who work with them. The idea of lifelong learning, reflective practice, researching with children, new methods of documenting and assessing children’s learning, and collaborating with others supports a commitment to ongoing reflection and practice.

As an aspirational document, the Code of Ethics does provide a basis for critical reflection, a guide for professional behaviour, and principles to inform individual and collective decision-making. Remember as discussed in earlier chapters, reflection does not occur in isolation.

As Educators, we make a strong commitment to our profession in relation to:

- Children
- Families
- Colleagues
- Communities
- Students
- My employer
- Ourselves as a professional
- The conduct of research
The National Quality Standards (NQS)

The National Quality Standards outline a number of elements across a number of quality areas regarding ongoing reflective practice in relation to the educational program and within staffing arrangements. See below for more information.

### Quality Area 1 - Educational Program And Practice

<table>
<thead>
<tr>
<th>Standard 1.2</th>
<th>Element 1.2.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.</td>
<td>Critical reflection on children’s learning and development, both as individuals and in groups, is regularly used to implement the program.</td>
</tr>
</tbody>
</table>

### Quality Area 4 - Staff Arrangements

<table>
<thead>
<tr>
<th>Standard 4.2</th>
<th>Element 4.2.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educators, co-ordinators and staff members are respectful and ethical.</td>
<td>Professional standards guide practice, interactions and relationships.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element 4.2.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element 4.2.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactions convey mutual respect, equity and recognition of each other’s strengths and skills.</td>
</tr>
</tbody>
</table>
We hope you enjoyed this Learning Guide and are now ready to implement your new ideas and understandings into practice.

Want To Know More?
Please see our recommended reading list for additional readings on this topic.

Happy Learning!
## Resources Guide

### Resources related to the topic:

**Early Childhood Australia E Videos:**

- Talking about practice
  - Intentional Teaching
  - Environments for learning
  - Environments for Belonging, Being and Becoming
  - Cultural competence
  - Partnership with families
  - Reflecting on practice

### Online Reading Resources:

- ACECQA Guide to NQF online
  - [www.acecqa.gov.au](http://www.acecqa.gov.au)
  - [Education and Care Services National Law, Regulations and Standards](http://www.acecqa.gov.au)
  - Jennifer Cartmel, Kym Macfarlane and Marilyn Casley (2012)
    - Reflection as a tool for quality: Working in the National Quality Standard
    - [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)
  - Thinking about practice using the Early Years Learning Framework
    - [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)

### Websites:

- **ACECQA** Australian Children’s Education and Care Quality Authority
  - [www.acecqa.gov.au](http://www.acecqa.gov.au)
- **Children Services Central**
  - [www.cscentral.org.au](http://www.cscentral.org.au)
- **Early childhood Australia Association**
  - [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)
- **Personality Big 5 Factors**
  - [http://en.wikipedia.org/wiki/Big_Five_personality_traits](http://en.wikipedia.org/wiki/Big_Five_personality_traits)
- **List of personality traits**
  - [http://ideonomy.mit.edu/essays/traits.html](http://ideonomy.mit.edu/essays/traits.html)
Recommended Reading


Mason-White, H. (2012). Learning from Good Practice: Implementing the Early Years Learning Framework for Aboriginal and Torres Strait Islander Children. SNAICC Secretariat of National Aboriginal and Islander Child Care (2012).


Thinking about practice. Using the Early Years Learning Framework www.earlychildhoodaustralia.org.au

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Reference List


Mason-White, H. (2012). Learning from Good Practice: Implementing the Early Years Learning Framework for Aboriginal and Torres Strait Islander Children. SNAICC Secretariat of National Aboriginal and Islander Child Care (2012).
Glossary

Terms from The Early Years Learning Framework (p45-46, EYLF).

Active learning environment: an active learning environment is one in which children are encouraged to explore and interact with the environment to make (or construct) meaning and knowledge through their experiences, social interactions and negotiations with others. In an active learning environment, Educators play a crucial role of encouraging children to discover deeper meanings and make connections among ideas and between concepts, processes and representations. This requires Educators to be engaged with children’s emotions and talking (Adapted from South Australian Curriculum Standards and Accountability (SACSA) Framework, General Introduction, pp10 & 11).

Attuned: “Attunement includes the alignment of states of mind in moments of engagement, during which affect is communicated with facial expression, vocalisations, body gestures and eye contact” (Siegel, 1999).

Children: refers to babies, toddlers, three to five year olds, unless otherwise stated.

Community participation: taking an active role in contributing to communities.

Co-construct: learning takes place as children interact with Educators and other children as they work together in partnership.

Communities: social or cultural groups or networks that share a common purpose, heritage, rights and responsibilities and/or other bonds. ‘Communities’ is used variously to refer, for example, to the community within early childhood settings, extended kinships, the local geographic community and broader Australian society.

Critical reflection: reflective practices that focus on implications for equity and social justice.

Curriculum: in the early childhood setting curriculum means ‘all the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children’s learning and development’ [adapted from Te Whariki].

Dispositions: enduring habits of mind and actions, and tendencies to respond in characteristic ways to situations, for example, maintaining an optimistic outlook, being willing to persevere, approaching new experiences with confidence.

Early childhood settings: long day care, occasional care, family day care, Multi-purpose Aboriginal Children’s Services, preschools and kindergartens, playgroups, crèches, early intervention settings and similar services.

Educators: early childhood practitioners who work directly with children in early childhood settings.

Inclusion: involves taking into account all children’s social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographic location) in curriculum decision-making processes. The intent is to ensure that all children’s experiences are recognised and valued. The intent is also to ensure that all children have
Intentional teaching: involves Educators being deliberate, purposeful and thoughtful in their decisions and actions. Intentional teaching is the opposite of teaching by rote or continuing with traditions simply because things have ‘always’ been done that way.

Involvement: is a state of intense, whole hearted mental activity, characterised by sustained concentration and intrinsic motivation. Highly involved children (and adults) operate at the limit of their capacities, leading to changed ways of responding and understanding leading to deep level learning (adapted from Laevers, 1994).

Children’s involvement can be recognised by their facial, vocal and emotional expressions, the energy, attention and care they apply and the creativity and complexity they bring to the situation. (Laevers) A state of flow Csikszentmihayle cited in Reflect, Respect, Relate (DECS 2008).

Learning: a natural process of exploration that children engage in from birth as they expand their intellectual, physical, social, emotional and creative capacities. Early learning is closely linked to early development.

Learning framework: a guide which provides general goals or outcomes for children’s learning and how they might be achieved. It also provides a scaffold to assist early childhood settings to develop their own, more detailed curriculum.

Learning Outcome: a skill, knowledge or disposition that Educators can actively promote in early childhood settings, in collaboration with children and families.

Learning relationships: relationships that further children’s learning and development. Both the adult and the child have intent to learn from each other.

Literacy: in the early years literacy includes a range of modes of communication including music, movement, dance, story telling, visual arts, media and drama, as well as talking, reading and writing.

Numeracy: broadly includes understandings about numbers, patterns, measurement, spatial awareness and data as well as mathematical thinking, reasoning and counting.

Pedagogies: practices that are intended to promote children’s learning.

Pedagogy: early childhood Educators’ professional practice, especially those aspects that involve building and nurturing relationships, curriculum decision-making, teaching and learning.

Play-based learning: A context for learning through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations.

Reflexivity: A child’s growing awareness of the ways that their experiences, interests and beliefs shape their understanding.

Scaffold: the Educators’ decisions and actions that build on children’s existing knowledge and skills to enhance their learning.

Spiritual: refers to a range of human experiences including a sense of awe and wonder, and an exploration of being and knowing.
Technologies: includes much more than computers and digital technologies used for information, communication and entertainment. Technologies are the diverse range of products that make up the designed world. These products extend beyond artefacts designed and developed by people and include processes, systems, services and environments.

Texts: things that we read, view and listen to and that we create in order to share meaning. Texts can be print-based, such as books, magazines and posters or screen-based, for example internet sites and DVDs. Many texts are multimodal, integrating images, written words and/or sound.

Transitions: the process of moving between home and childhood setting, between a range of different early childhood settings, or from childhood setting to full-time school.

Wellbeing: Sound wellbeing results from the satisfaction of basic needs - the need for tenderness and affection; security and clarity; social recognition; to feel competent; physical needs and for meaning in life (adapted from Laevers 1994). It includes happiness and satisfaction, effective social functioning and the dispositions of optimism, openness, curiosity and resilience.