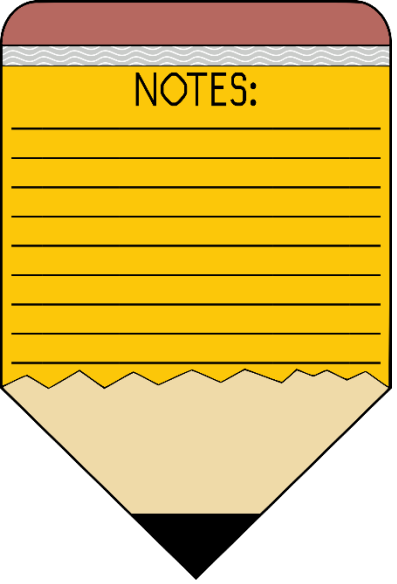




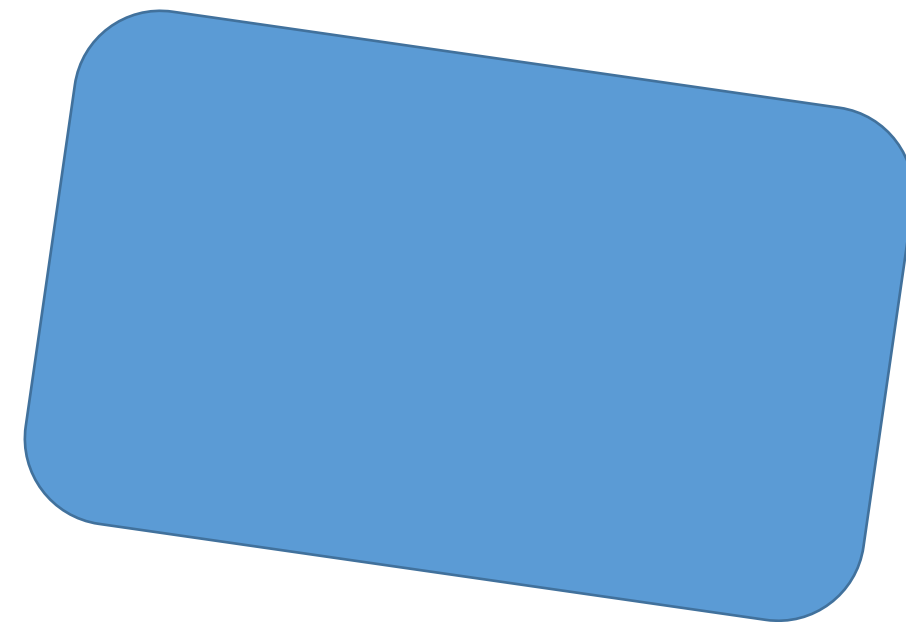
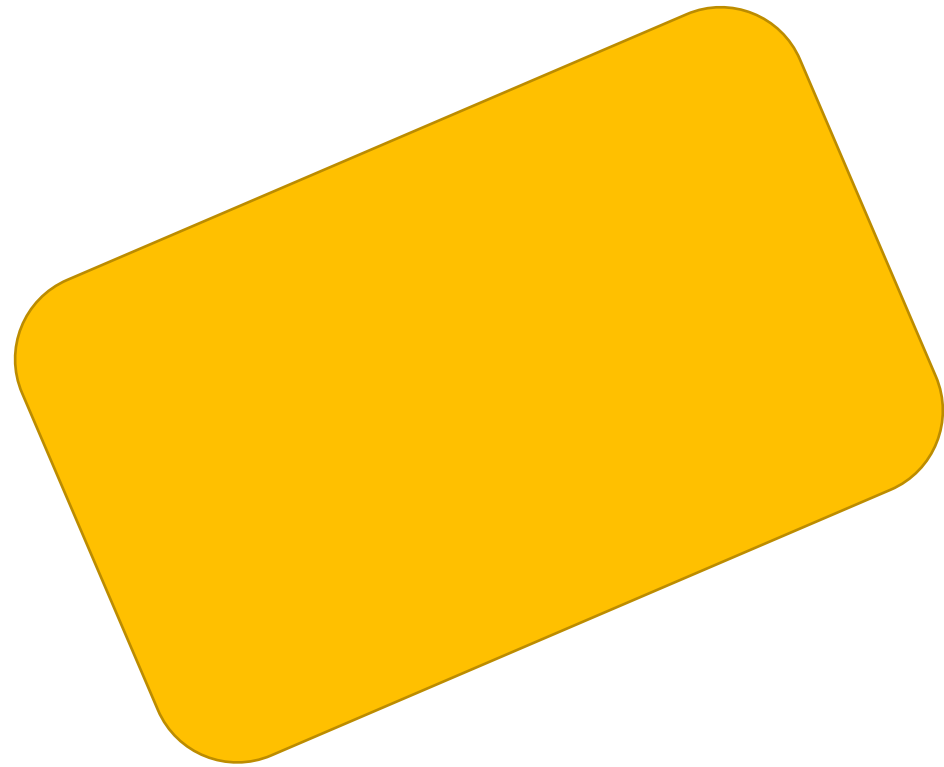
MY DAY CARE TREASURES



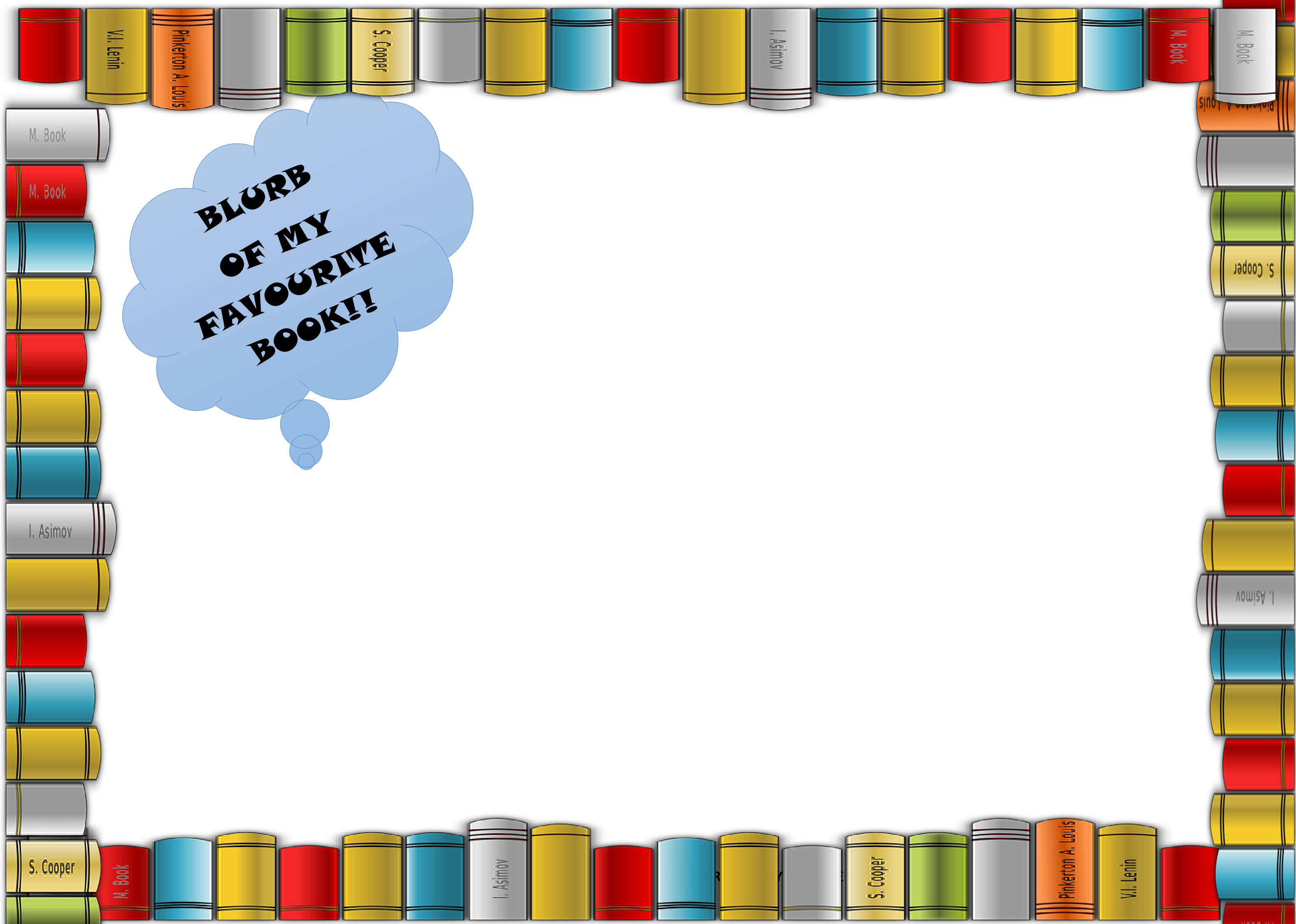
Jotting

A large, empty, rounded rectangular box with a green border, intended for jotting notes.A large, empty, rounded rectangular box with a green border, intended for jotting notes.A large, empty, rounded rectangular box with a green border, intended for jotting notes.A large, empty, rounded rectangular box with a green border, intended for jotting notes.

Project

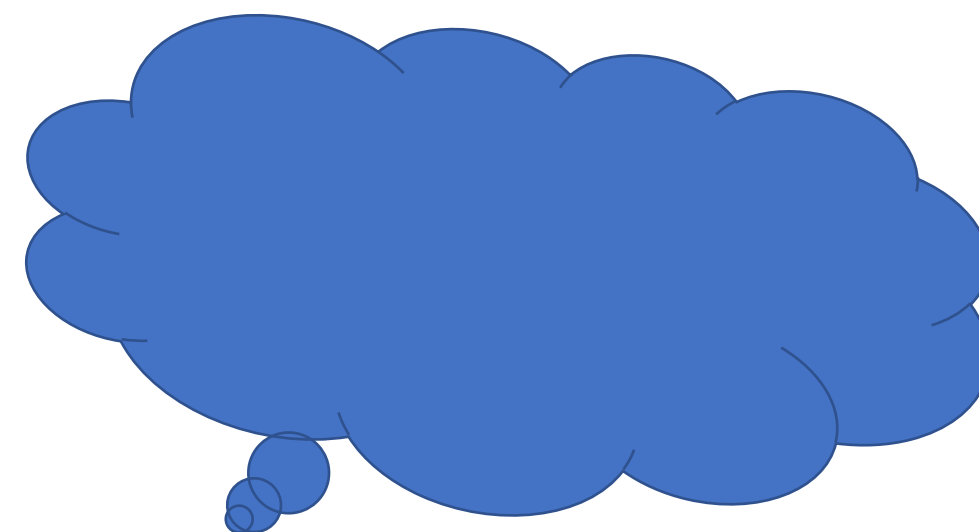
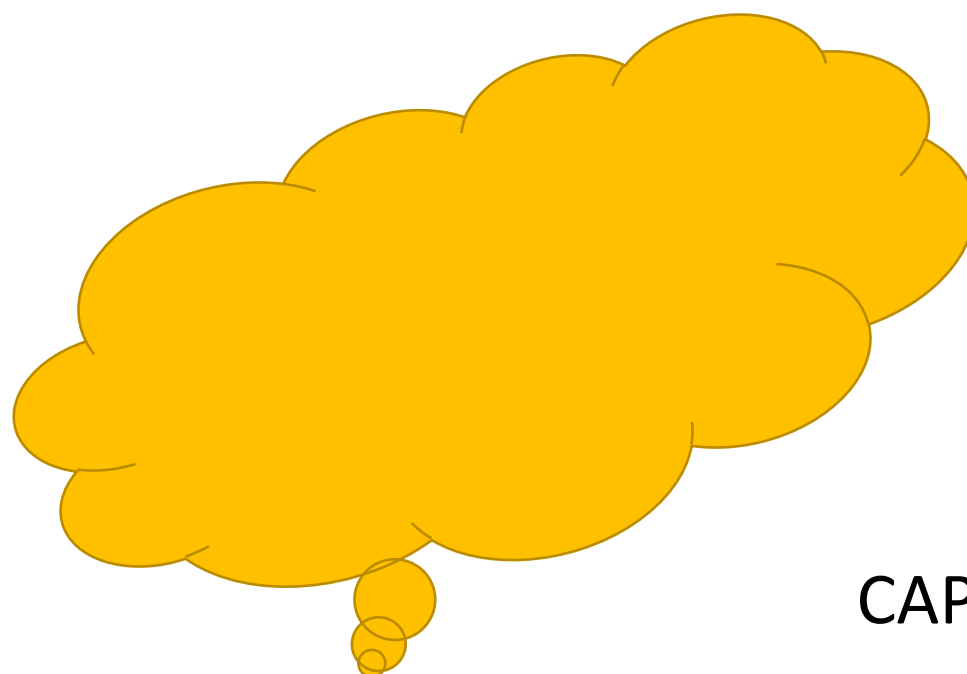
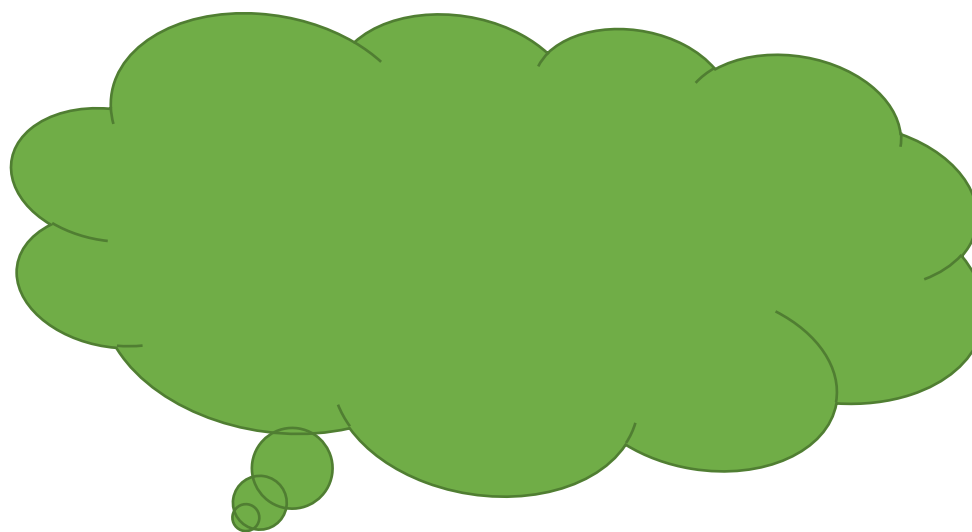
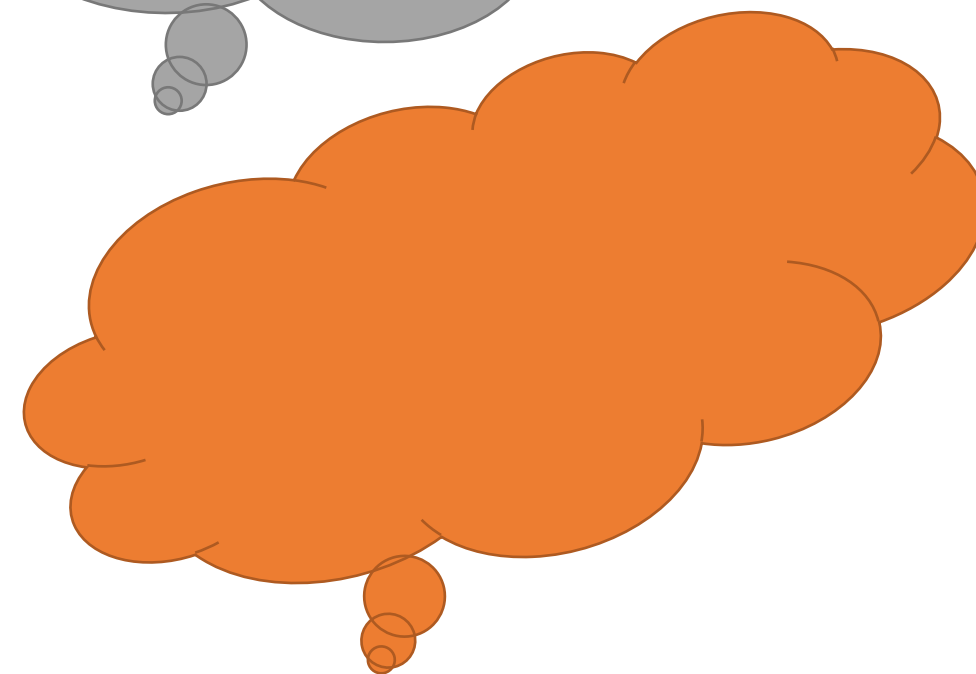
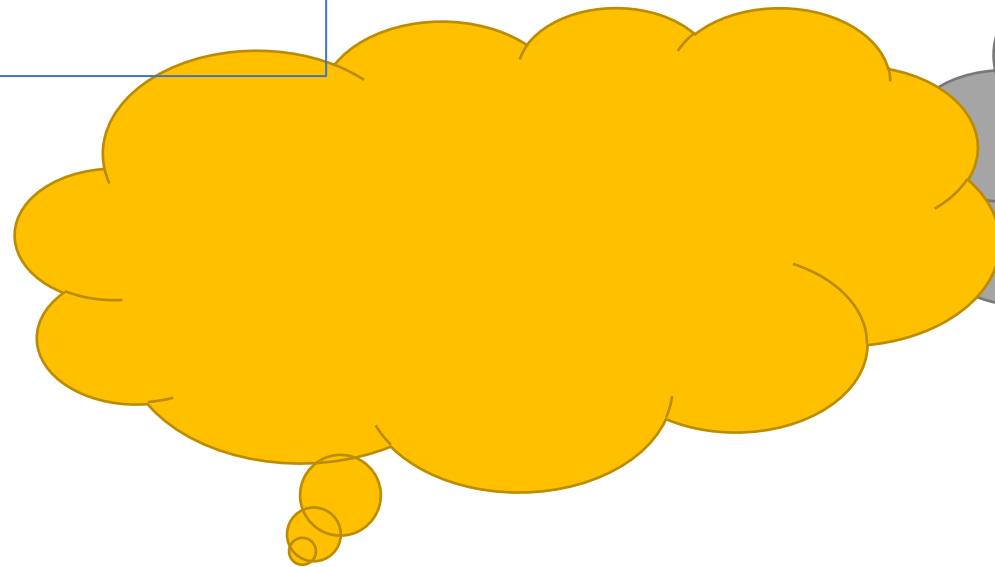


**BLURB
OF MY
FAVOURITE
BOOK!!**





TOPIC:



CAPTURING CHILDREN'S VOICE

THE BIG DISCUSSION

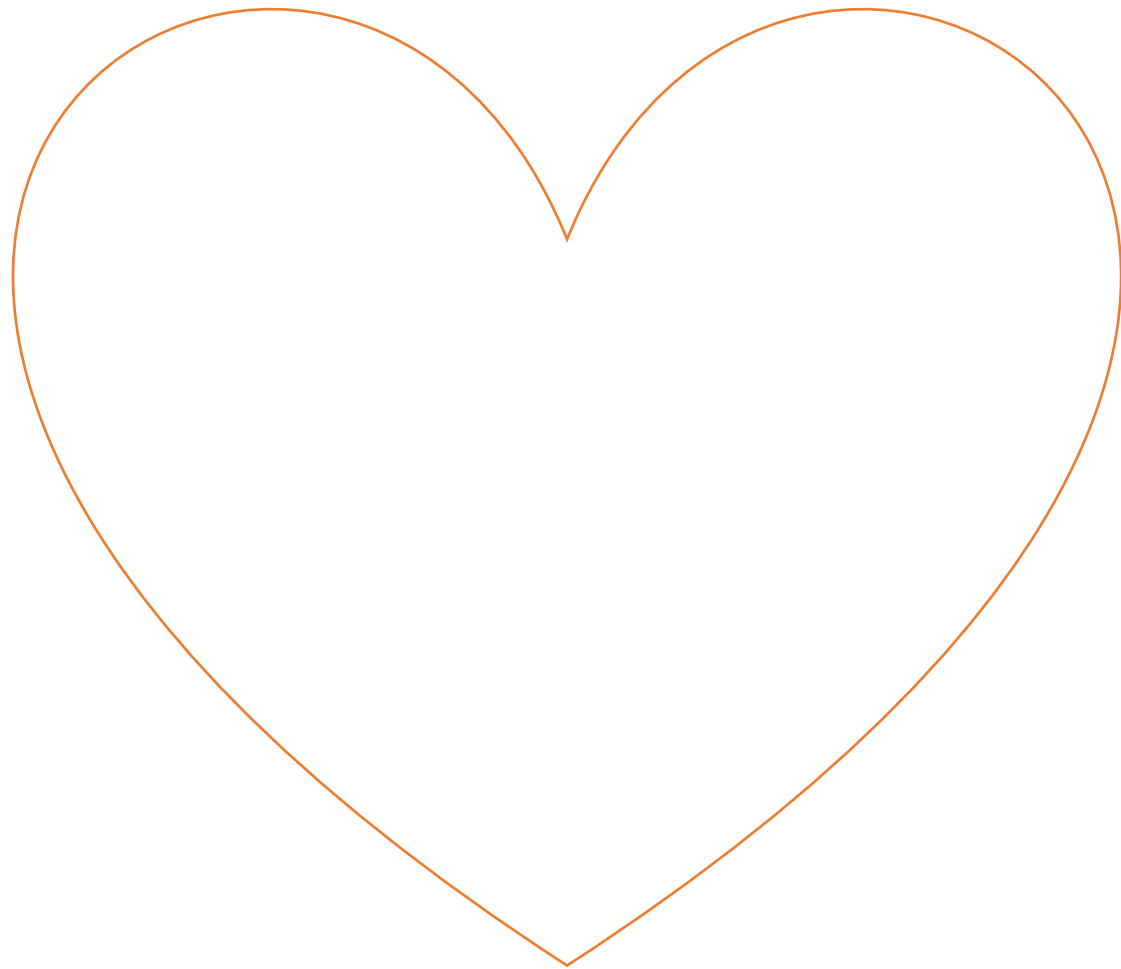


CHILDREN'S VOICE COLLABORATION



CREATED BY KIDZONE FDC

TODAY AT OUR FDC {DATE:

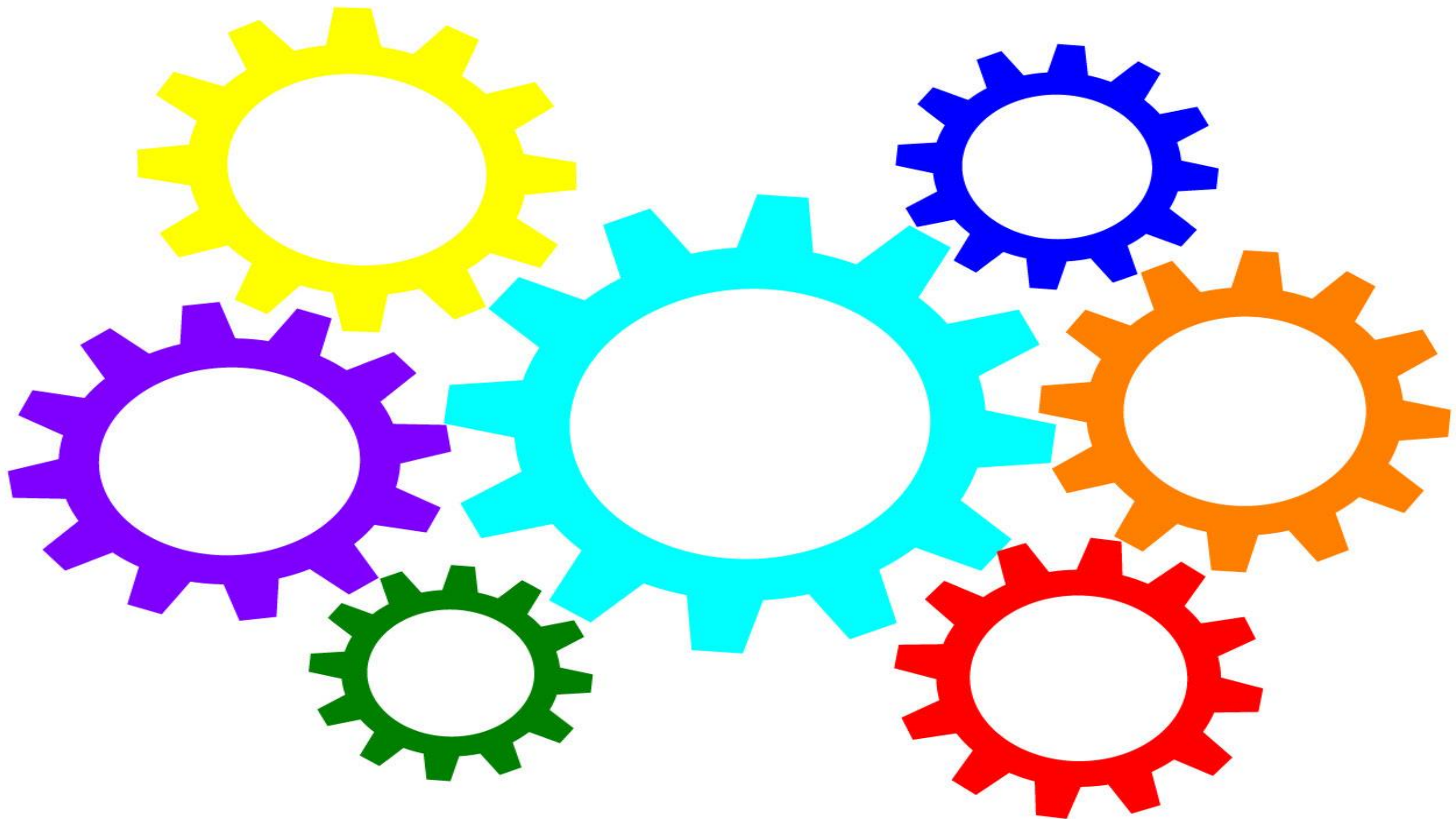


A large rectangular box with rounded corners, outlined in a light green color. It is intended for writing or drawing.

A large rectangular box with rounded corners, outlined in a light orange color. It is intended for writing or drawing.

A large rectangular box with rounded corners, outlined in a light orange color. It is intended for writing or drawing.

AS THE WHEEL TURN OUR MIND DISCOVERS



Have an
Attitude
of gratitude

I AM THANKFUL FOR...



**I am Feeling this
way, and that
is acceptable.**

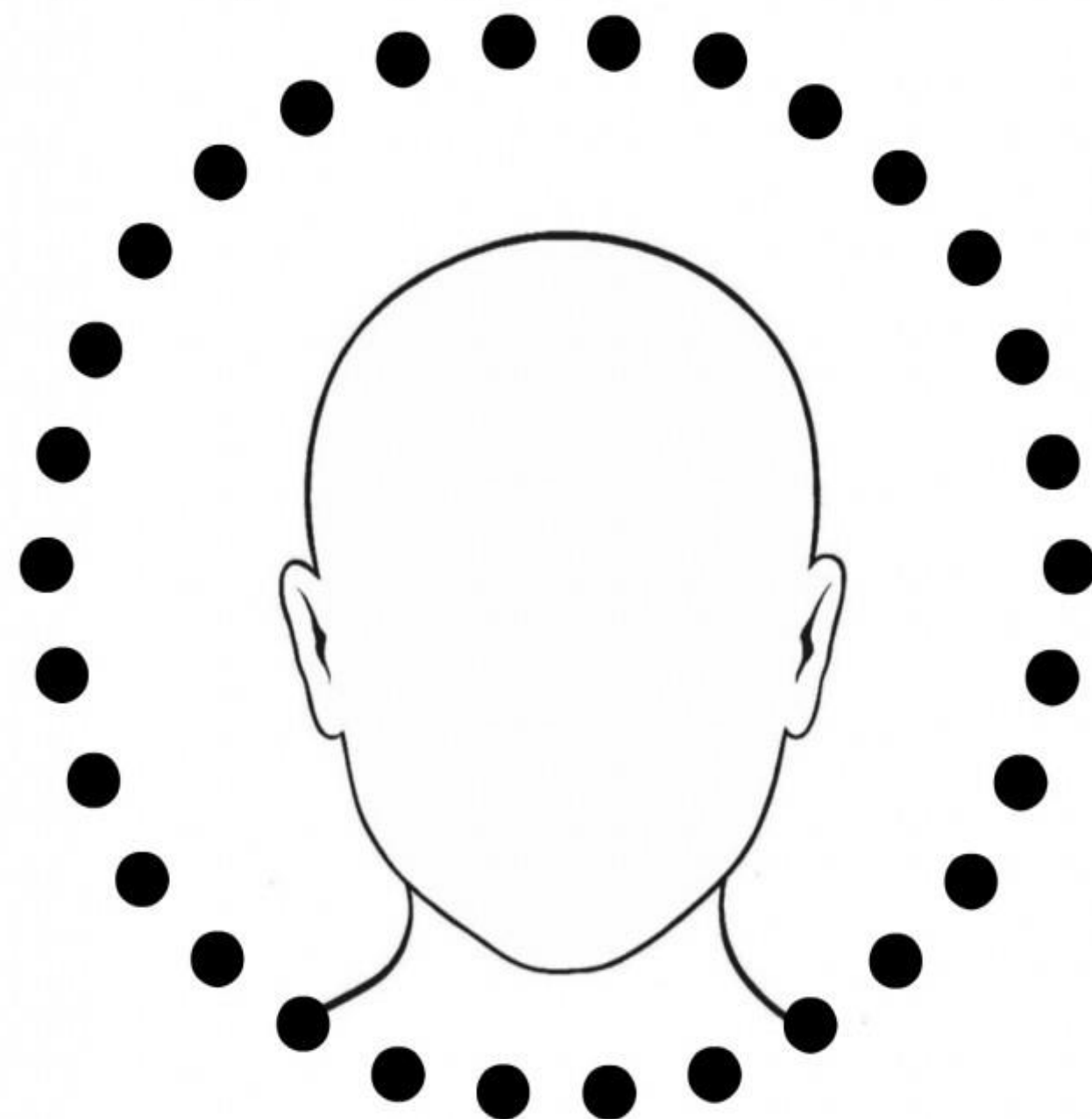


Feelings & emotions



Feelings

happy - sad - mad - scared - excited - lonely - nervous - silly - brave - sorry
 frustrated - embarrassed - hurt - proud - jealous - silly - confused - loved - shy
 surprised - disappointed - grumpy - uncomfortable - worried - friendly - bored



I feel _____

when _____

community



Sustainability



Save The Water





Saving Energy
with the Kids





MY DENTAL HEALTH



SPONTANEOUS ACTIVITY

KID'S ZONE





THE WORLD AROUND ME

Reflect: Reflecting on what you have noticed, understood, planned for and how you have acted.

Critically reflecting on how children and families have benefited from the planning cycle.

It involves discussion, debate, thinking, talking, taking stock, mulling over, reviewing.

Evaluating what has occurred.

Assessing children's learning.

Reflecting about Belonging, Being and Becoming.

Reflecting about Practices.

Reflecting about Principles.

Reflecting about Outcomes.

Act: Acting to respond to what you know and have planned for.

Putting plans into action.

Supporting all educators to enact the plan to support children's learning.

Using Practices and Principles to guide the way the plan is enacted e.g. intentionality or respect for diversity.

Acting in all parts of the curriculum—routines, experiences, inside, outside, environments etc.

Responding to Belonging, Being and Becoming.

Responding to Practices.

Responding to Principles.

Responding to Outcomes.

Observation: Gathering information or data about children, families, educators and the community.

Noticing what is happening. What can I see? What can others see? What do children notice about themselves?

What do families notice? Looking for what is meaningful in my context and for children and families.

Noticing Belonging, Being and Becoming, Practices, Principles and Outcomes.

Question: Asking questions and analysing what has been observed.

What learning is taking place here?

How is this meaningful for us?

Recognising strengths and interests.

What do I recognise?

What do others recognise?

What do children recognise about themselves?

What do families recognise?

Recognising Belonging, Being and Becoming.

Recognising Practices

Plan: What other learning is possible?

What can we learn together? Planning with children and families. How will children be supported to learn and develop?

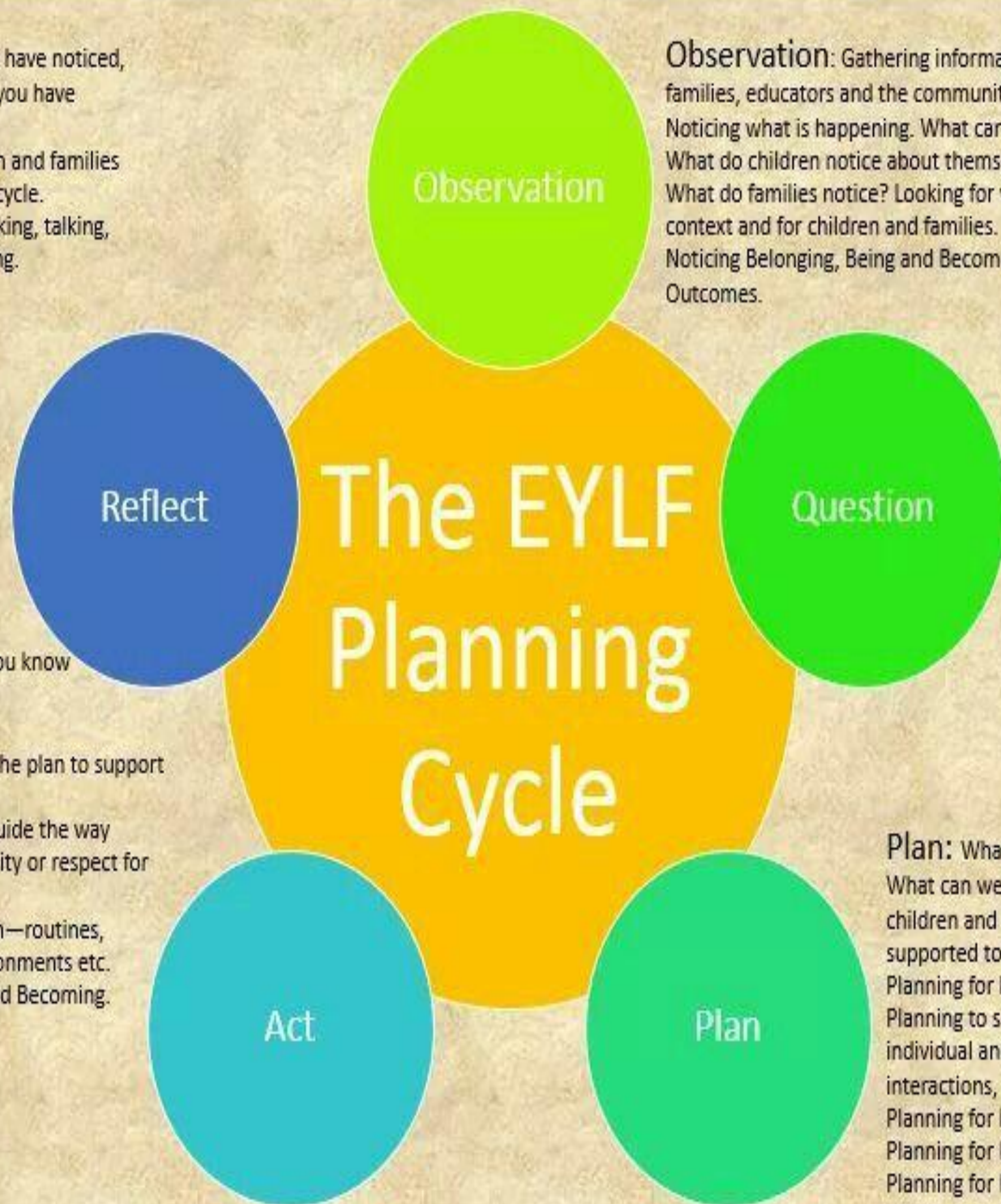
Planning for learning against the Outcomes.

Planning to support the pedagogy includes planning for individual and groups, routines, experiences, interactions, inside, outside etc.

Planning for learning, both short and long term.

Planning for Belonging, Being and Becoming.

Planning for Practices. Planning for Principles.



Data..... What do we know? How do we know this?
Picture, narrative, child's voice, parent's voice, discussions, meeting, observed happenings.

Jim's mother said he has always loved trains, he gets excited when he sees one moving on the tracks outside their home. He loves Thomas the Tank Engine, and he's always got a train in his pocket. Jim is just beginning to show some interest in numbers and counting. He counts to six but routinely misses out 5. Jim prefers playing with the trains to art. He pays little attention to drawing and never wants to paint

Goals to achieve based on Data

- *Counting to 10 successfully
- *Helping Jim find enjoyment in creative expression... painting, drawing, collage, etc

Child or Group name/s: JIM 3yrs 4months
Date:

Act/Do

Experiences offered, invitations to plan, changing the environment to promote the desired learning, interactions with others/community:

- * Resource more trains to make more than ten to count.
- *Recycle packaging and assist Jim to build a train with ten wheels, count them with him
- *Show Jim how train wheels can make designs on paper when rolled through wet paint.
- *Teach Jim a train song with rhyming.
- *Read Jim a book about a train with rich and rare language

Photo optional



Plan/ where to from here

How can we extend on either the learning gained in this plan? eg counting was the goal and Jim has counted to ten, how do we extend his counting to 20? Or if the plan was based on Jim's interest in trains how do we introduce different learning directions, for instance encouraging Jim to draw or paint by using his interest in trains to promote the learning?

Reflect/Review

What was positive about the planned experiences etc.
Was there any disadvantage?
What could have gone better?
What would you change?
Did the plan meet the needs and expectations of the child? Did the plan meet the needs/expectations of the educator?

Analyse the learning achieved

- *Links to the EYLF
- *Links to MTOP
- *Links to learning domains
- *What did we see being learnt?



Collect

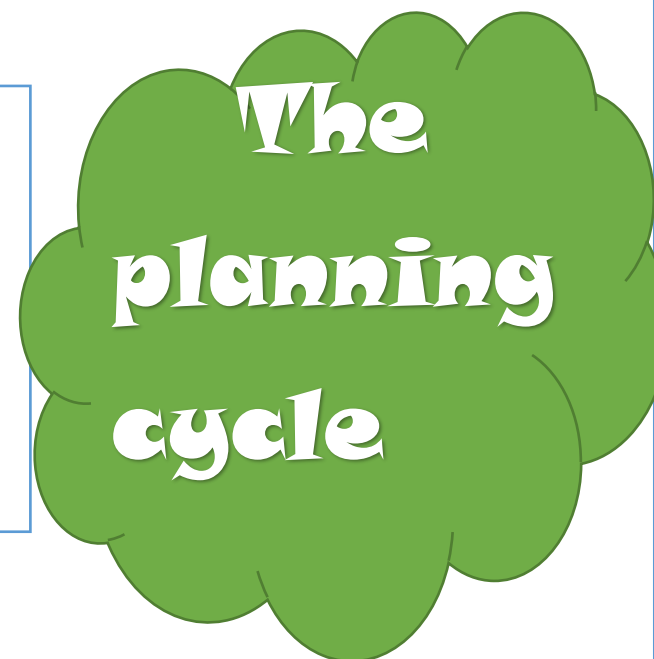
Think

Analyse

plan

Reflect

Act/Do



OUTCOME 1 CHILDREN HAVE A STRONG SENSE OF IDENTITY	OUTCOME 2 CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD	OUTCOME 3 CHILDREN HAVE A STRONG SENSE OF WELLBEING	OUTCOME 4 CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS	OUTCOME 5 CHILDREN ARE EFFECTIVE COMMUNICATORS
Drop off—pick up Home corner Sandpit play Puzzles Books Songs Group time Building blocks Drawing Painting Climbing Running Conversations Friendships Relationships Self help Crafts	Friendships Relationships Group time Sandpit play Block corner Home corner Dramatic play Arts and craft Dancing Singing Book corner Puzzles Conversations Group play Mat activities Computer time Math table Science table Cooking	Relationships Friendships Group play Show and tell Puzzles Book corner Dramatic play Role play Mat activities Conversations Dancing Singing Group time Block corner Sandpit play Arts and craft Math table Science table Cooking	Science Table Math Table Exploring the environment Sandpit play Observing Role play Dramatic play area Book corner Puzzles Group time Group play Mat activities Dancing Singing Block corner Arts and craft Puzzles Matching games Building blocks Conversations Friendships Relationships	Relationships Friendships Group play Show and tell Puzzles Book corner Dramatic play Role play Mat activities Conversations Dancing Singing Group time Block corner Sandpit play Arts and craft Math table Science table Cooking Computer play

