

Reflective questions for educators

My Time, Our Place



Which **practices** will you use when promoting learning for this outcome?

Which **principles** does this outcome relate to?

What might this look like in practise?
This outcome could involve allowing children to openly express their feelings, even if you don't agree with them and discussing their ideas and views without bias.

How is this outcome reflected in your service's **philosophy**?

Sub Outcome 1.1:
Children feel safe, secure and supported

Reflections for educators:
If a young child cries, and needs a hug, they are telling you they feel safe with you. Does this child's comfort come first or the other tasks you need to perform?

Outcome 1: Children have a strong sense of identity



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Which **practices** will you use when promoting learning for this outcome?

Which **principles** does this outcome relate to?

What might this look like in practise?
this outcome could involve allowing children to make discoveries for themselves, ask questions about items and finding out the answers independantly. This will lead to inquisitive minds, higher confidence and a sense of achievement.

How is this outcome reflected in your service's **philosophy**?

Sub Outcome 1.2:
Children develop their emerging autonomy, interdependence, resilience and sense of agency

Reflections for educators:
How do you challenge children to invent their own hypotheses on how the things work?

Outcome 1: Children have a strong sense of identity

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Which **practices** will you use when promoting learning for this outcome?

Which **principles** does this outcome relate to?

What might this look like in practise?

This outcome could involve using words and signs for communication in languages other than English. It also involves being understanding of families routines and requests.

How is this outcome reflected in your service's **philosophy**?

Sub Outcome 1.3:
Children develop knowledgeable and confident self identities

Reflections for educators:

Even if there are a limited number of different cultures in your centre, how do you teach the children about different cultures and the other languages in our society?

Outcome 1: Children have a strong sense of identity



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Which **practices** will you use when promoting learning for this outcome?

Which **principles** does this outcome relate to?

What might this look like in practise?

This outcome involves guiding children through conflicts in ways that encourage them to respect and empathise with other children's perspectives.

How is this outcome reflected in your service's **philosophy**?

Sub Outcome 1.4:
Children learn to interact in relation to others with care, empathy and respect

Reflections for educators:

Do your behaviour guidance practices allow children to consider other perspectives and reflect on their own actions in gentle and respectful ways?

Outcome 1: Children have a strong sense of identity



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Which **practices** will you use when promoting learning for this outcome?

Which **principles** does this outcome relate to?

What might this look like in practise?

This outcome involves allowing children to contribute to decision making and negotiating rules and roles within the centre.

How is this outcome reflected in your service's **philosophy**?

Sub Outcome 2.1:
Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

Reflections for educators:

How do you approach complex concepts and ethical issues with the children? Why is it important to do this?

Outcome 2: Children are connected with and contribute to their world



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Which **practices** will you use when promoting learning for this outcome?

Which **principles** does this outcome relate to?

What might this look like in practise?

To discuss diversity respectfully with children, educators need to be knowledgeable in cultural traditions and backgrounds or source the community for people who are.

How is this outcome reflected in your service's **philosophy**?

Sub Outcome 2.2:

Children respond to diversity with respect

Reflections for educators:

When exploring cultures with children, how can you be sure that the information the children find and receive is not stereotypical or misleading and is a true reflection of that culture?

Outcome 2: Children are connected with and contribute to their world

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Which **practices** will you use when promoting learning for this outcome?

Which **principles** does this outcome relate to?

What might this look like in practise?

This outcome involves engaging children in discussions about fairness and equality and addressing unfairness when it arises in the group.

How is this outcome reflected in your service's **philosophy**?

Sub Outcome 2.3:
Children become aware of fairness

Reflections for educators:

How can you help children see situations from other peoples perspectives?

Outcome 2: Children are connected with and contribute to their world



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Which **practices** will you use when promoting learning for this outcome?

Which **principles** does this outcome relate to?

What might this look like in practise?

This outcome will be evident when the children are calm and happy, can peacefully be alone or can make positive contributions to small group work. Grievances will be solved by the children respectfully.

How is this outcome reflected in your service's **philosophy**?

Sub Outcome 3.1:

Children become strong in their social and emotional wellbeing

Reflections for educators:

What space and resources are available to your children, for them to safely be able to take considered risks?

How do you feel about allowing the children to take risks?

Outcome 3: Children have a strong sense of wellbeing

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Which **practices** will you use when promoting learning for this outcome?

Which **principles** does this outcome relate to?

What might this look like in practise?

This outcome means considering the pace of the day within the context of families and the community and looking at the children's needs first.

How is this outcome reflected in your service's **philosophy**?

Sub Outcome 3.2:
Children take increasing responsibility for their own health and physical wellbeing

Reflections for educators:

Is there room for flexibility in children's meal times to allow the children to be responsible for their own health and wellbeing? Does everyone eat at once or can individual children decide when to eat?

Outcome 3: Children have a strong sense of wellbeing



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Which **practices** will you use when promoting learning for this outcome?

Which **principles** does this outcome relate to?

What might this look like in practise?

This outcome involves real investigations by the children. Allowing them to extend their interests and curiosities by asking questions and exploring the answers for themselves.

How is this outcome reflected in your service's **philosophy**?

Sub Outcome 4.1:
Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

Reflections for educators:

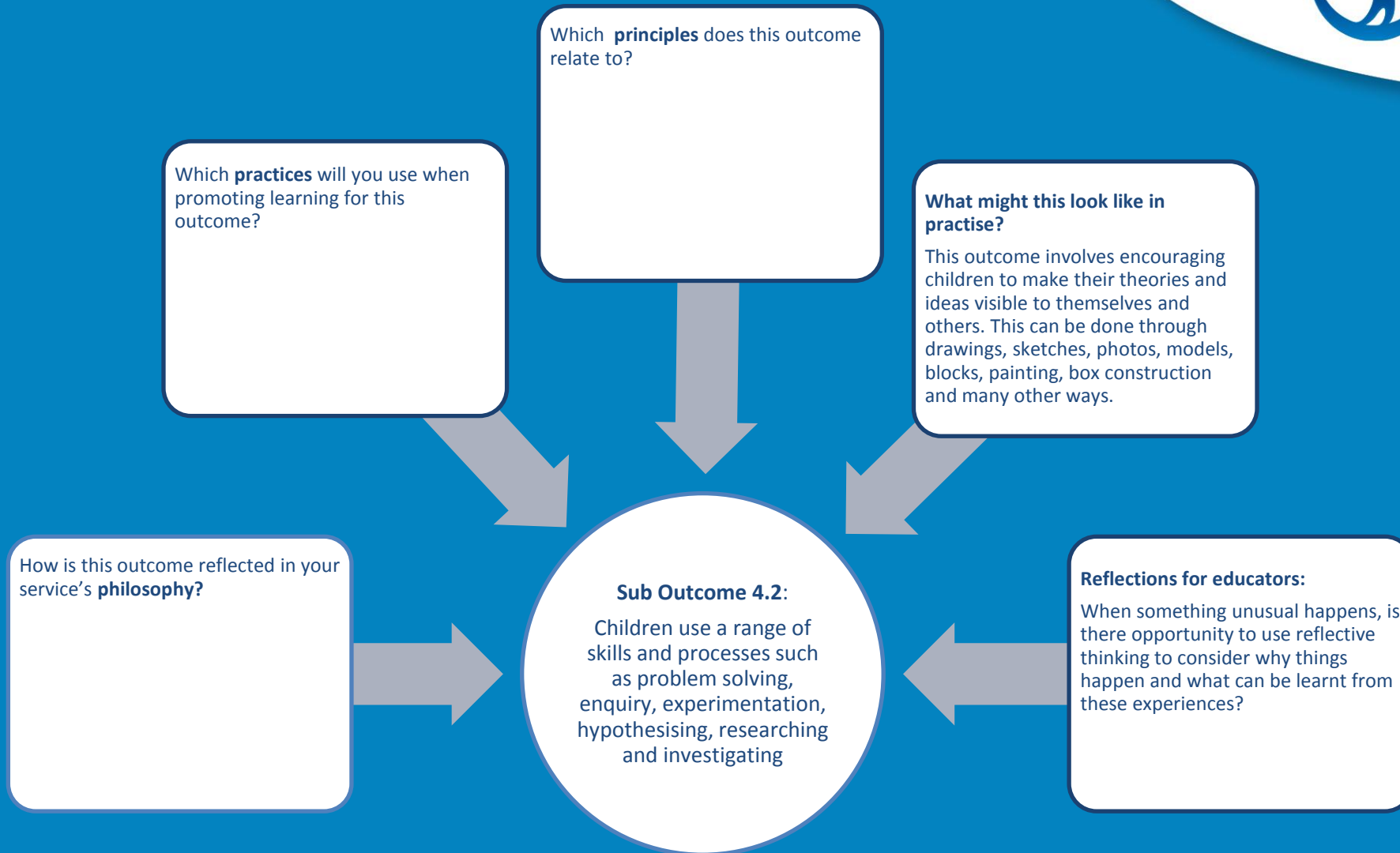
What methods do you have in place that allow children to document and revisit their learning and ideas from previous days/ weeks?

Outcome 4: Children are confident and involves learners



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Outcome 4: Children are confident and involves learners



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Which **practices** will you use when promoting learning for this outcome?

Which **principles** does this outcome relate to?

What might this look like in practise?

This outcome involves helping children to explore multiple solutions to problems and trying different ideas. Small group discussions can be a good way to share ideas for finding and choosing solutions.

How is this outcome reflected in your service's **philosophy**?

Sub Outcome 4.3:

Children transfer and adapt what they have learned from one context to another

Reflections for educators:

Is there planned time in your day for the children to discuss and reflect on their ideas and invent new ideas?
How would this be done?

Outcome 4: Children are confident and involves learners



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Which **practices** will you use when promoting learning for this outcome?

Which **principles** does this outcome relate to?

What might this look like in practise?

this outcome involves supporting children to become confident in the use of technologies for building skills and knowledge. This can include computers, calculators, cameras, video cameras, CDs, telescopes, microscopes, technical toys and tools.

How is this outcome reflected in your service's **philosophy**?

Sub Outcome 4.4:
Children resource their own learning through connecting with people, place, technologies and natural and processed materials

Reflections for educators:

What are the advantages and disadvantages of having technologies in School aged care settings?

Outcome 4: Children are confident and involves learners



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Which **practices** will you use when promoting learning for this outcome?

Which **principles** does this outcome relate to?

What might this look like in practise?

This outcome means providing opportunities for children to use their home languages and opportunities to use literacy and numeracy in real life situations.

How is this outcome reflected in your service's **philosophy**?

Sub Outcome 5.1:

Children interact verbally and non-verbally with others for a range of purposes

Reflections for educators:

How do you involve the language, cultures and people of the wider community in your service?

Outcome 5: Children are effective communicators



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Which **practices** will you use when promoting learning for this outcome?

Which **principles** does this outcome relate to?

What might this look like in practise?

Children need ready access to a wide range of texts such as books, magazines, recipes, instructions, manuals, newspapers, letters and more.

How is this outcome reflected in your service's **philosophy**?

Sub Outcome 5.2:

Children engage with a range of texts and gain meaning from these texts

Reflections for educators:

Conduct a literacy audit of your service. What percentages of your signs and displays are for adults and for the children? How many signs for children are in home languages?

How could you improve the displays available for children?

Outcome 5: Children are effective communicators



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Which **practices** will you use when promoting learning for this outcome?

Which **principles** does this outcome relate to?

What might this look like in practise?

Provide a range of resources that enable children to express meaning and emotions using photography, visual arts, dance, drama and music. Allow children to record and document their work in ways they have chosen.

How is this outcome reflected in your service's **philosophy**?

Sub Outcome 5.3:
Children collaborate with others, express ideas and make meaning using a range of media and communication technologies

Reflections for educators:

How do monitor children's uses of communication technologies?

What are appropriate uses of these technologies?

Outcome 5: Children are effective communicators

