Kath Dickson FAMILY DAY CARE

DAILY GROUP OBSERVATION

Kath Dickson Family Day Care
METROPOLITAN AND SUNSHINE COAST SERVICES – 1300 336 345

CHILDREN

8 WAYS OF LEARNING

- STORY SHARING: We connect through the stories we share. Approaching learning through narrative. Personal narratives (stories) are central.
- LEARNING MAPS: We picture our pathways of knowledge. Explicitly mapping/visualising processes. Images or visuals are used to map out processes for learners to follow.
- NON-VERBAL: We see, think, act, make and share without words. Applying intra-personal and kinaesthetic skills to thinking and learning. Kinaesthetic, hands-on, non-verbal learning is characteristic.
- SYMBOLS & IMAGES: We keep and share knowledge with art and objects. Using images and metaphors to understand concepts and content. Symbol, image and metaphor are central to pedagogy.
- LAND LINKS: We work with lessons from land and nature. Place-based learning, linking content to local land and place. Ecological and place-based, drawn from the living landscape within a framework of profound ancestral and personal relationships with place.
- NON-LINEAR: We put different ideas together and create new knowledge. Producing innovations and understanding by thinking laterally. Nonlinear ways of learning are complementary, not oppositional.
- DECONSTRUCT/RECONSTRUCT: We work from wholes to parts, watching and then doing. Modelling and scaffolding, working from wholes to parts. Begin with the whole structure, rather than a series of sequenced steps. Holistic, global, scaffolded and independent learning orientations of students.
- COMMUNITY LINKS: Link the school and classroom to the community.

PRINCIPLES AND PRACTICES

EVALUATION OF LEARNING/EXTENSION ACTIVITIES

ACTIVITY / EXPERIENCE DESCRIPTION

LINKS TO EYLF LEARNING OUTCOMES

OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

- Children feel safe, secure and supported
- Children develop their emerging autonomy, inter-dependence, resilience and agency
- Children develop knowledgeable, confident self-identities and a positive sense of self-worth
- Children learnto interact in relationto others with care, empathy and respect

OUTCOME 2: CHILDREN ARE CONNECT TO THEIR WORLD

- Children develop a sense of connectedness to groups and communities and an understanding to their reciprocal rights and responsibilities as active and informed citizens
- Children respondto diversity with respect
- Children become aware offairness
- Children become socially responsible and show respect for the environment

OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING

- Children become strong in their social, emotional and mental wellbeing
- Children become strong in their physical learning and wellbeing
- Children are aware of and develop strategies to support their own mental and physical health and personal safety

OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

- Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of learning and thinking skills and processes such as problem solving, inquiry, experimentation, hypothesizing, researching and investigating
- Children transfer and adapt what they have learned from one context toanother
- Children resource their own learning through connecting with people, place, technologies and natural ad processed materials

OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work
- Children use digital technologies and media to access information, investigate ideas and represent their thinking