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MTOP Outcomes must be used as part of the assessment process as they enable you to work towards addressing the child's holistic needs. To assess children's progress toward specific MTOP Outcomes, you can use the following steps.

Step	Example
1. Gather and record information about the child.	Rose, 6 years, is trying to tie the straps on her apron behind her back. She twists the fabric together, but it is long and becomes tangled.
2. Use the MTOP to identify which of the five Outcomes your observation record links to.	Outcome 3 Children have a strong sense of wellbeing.
3. Identify a specific sub-outcome of the MTOP.	Children take increasing responsibility for their own health and physical wellbeing.
4. Clarify your selection by referring to the evidence examples that are provided for the identified MTOP Outcome.	This is evident when children 'combine gross and fine motor movements and balance to achieve complex patterns of activity'.

## Practice task 1

1. Use a table similar to the following to monitor a 7-year-old child's physical development. Observe the child throughout a day to identify whether they have developed or are working on the skills listed in the table.

Age of child: 7 years		
Physical development	Comments and date	Date recorded as achieved
Ties shoelaces or other bows		
Hops, jumps and runs for a distance		
Draws people, houses, animals and scenery		
Independently cuts complex shapes with scissors		

2. Explain how each of the four skills in the table could be influenced by the following:
  - Social development
  - Psychological development
  - Cognitive development
  - Nature versus nurture
3. Link each of the four skills in the table to an outcome in the MTOP.

- Focus on the process rather than the product, and don't judge a child's work. This means that you pay attention to the time and effort applied rather than the outcome achieved. Do this by saying things like: 'You must have planned well to achieve that', 'You worked really hard on that' or 'How many materials did you use?'
- Keep it private. Avoid showing children up or make an example of them. Healthy acknowledgment is used to show value to the individual, not to show others weaknesses or demonstrate how things should be done. You might say, 'Thanks for helping out' or 'I appreciate you putting all those puzzles together'.

## Demonstrating enthusiasm

Your attitudes are extremely influential during physical activity. If you don't show enthusiasm and interest in going outside to play or don't engage in physical activity, this sends a message to children that physical play is not interesting or encouraged. Children watch what you say, think and do and learn from this, so always consider what you are modelling for them.

Your enthusiasm is also demonstrated in how you prepare the environment and what activities and experiences you plan. If you plan dull, repetitive fine motor exercises, children will choose other more enjoyable activities.

The following table contains examples of how you may model enthusiasm and interact.

Situation	Modelling and interaction you may provide
Playdough with shape cutters and rolling pins	<ul style="list-style-type: none"> <li>• Discussing actions of others</li> <li>• Rolling, pushing and pressing the dough</li> <li>• Discussing how enjoyable it is to squeeze or manipulate the dough</li> <li>• Filling a cake tin</li> <li>• Rolling dough into a snake</li> </ul>
Obstacle course	<ul style="list-style-type: none"> <li>• Allowing children to design the course</li> <li>• Following the children around the course or participating yourself (consider safety and supervision)</li> <li>• Using active body language when interacting; that is, if you say jump, jump up and down yourself</li> <li>• Laughing and smiling</li> <li>• Encouraging through each stage of the course</li> </ul>

Remember that an experience's value relates to how you set it up and the materials you provide. For example, if you provide playdough on its own or with natural materials, it may be a creative and aesthetic experience as children use their imagination while manipulating the dough. If you set up the dough with tools like scissors, rollers and presses, you encourage the children to use their physical skills.

## Assessment activity 1 Fostering physical development

Your trainer or assessor may require you to complete this assessment activity and will provide you with instructions as to how to present your responses. They may provide alternative or additional assessment activities depending on the circumstances of your training program.

The following table maps the assessment activity for this chapter against the element and performance criteria of Element 1 in *CHCSAC005 Foster the holistic development and wellbeing of the child in school age care*.

Part	Element	Performance criteria
A	1	1.2, 1.3
B	1	1.1, 1.2, 1.3
C	1	1.2, 1.3

### Purpose

This assessment activity is designed to assess your skills and knowledge in fostering physical development.

### Requirements

To complete this assessment activity, you need:

- access to a children's services environment
- to answer the questions and submit responses as directed by your trainer/assessor/training organisation.

### Part A

For each of the physical development aspects shown in the following table, list:

- two skills used in daily activity (including routines)
- two indoor play experiences that would develop these skills
- two outdoor play experiences that would develop these skills.

A number of theorists have worked with this theory, including Pavlov (1849–1936), Skinner (1904–1990), Thorndike (1874–1949) and Watson (1878–1958). Each has a specific take on the theory, but all are based on positive reinforcement. Consider the following case study.

### Case study

Rosie is 6 years old. Last week she spoke in front of the group in a group discussion and her educator told her how well she did and that she is very clever. Due to this positive reinforcement Rosie now wants to talk in front of the group again.

## Ecological approach

Urie Bronfenbrenner (1917–2005) developed the ecological approach to childhood development, where the entire environment and any connecting or influencing forces impact on all aspects of a child's development.

The connecting or influencing forces that may impact a child include:

- government decisions and laws
- parent workplaces
- culture and traditions of parents, carers, educators and the community
- events that occur in the family and community
- settings and their values
- carers, educators, babysitters, relations and family members that make up the child's world.

The ecological approach highlights the need for you to consider the broader situation of each child, their family and the other influences in their lives. It is represented by structures that comprise central forces that influence the child, as described in the following table.

Ecological structure	What this includes	Some examples
Microsystem (‘micro’ means small)	Relationships that include face-to-face interaction between the child and others	<ul style="list-style-type: none"> <li>• Home</li> <li>• Education and care services</li> <li>• School</li> <li>• Relatives</li> <li>• Friends</li> <li>• Sports (and other extracurricular) groups</li> </ul>
Mesosystem (‘meso’ means in the middle)	Relationships between two or more settings that the child is involved in	<ul style="list-style-type: none"> <li>• Service and parents</li> <li>• Service and school</li> <li>• Relatives and parents</li> </ul>

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Principle of development	Description	Examples of links with social development
Holistic development	All domains of development are closely related and interlinked.	<ul style="list-style-type: none"> <li>• Learning to pretend play:               <ul style="list-style-type: none"> <li>– Physical – acting out roles and completing tasks (such as washing dishes and dressing up)</li> <li>– Psychological – expressing feelings in the roles taken</li> <li>– Cognitive – understanding the role, memorising actions, imitating and imagining</li> <li>– Social – communicating with co-players, expressing their ideas</li> </ul> </li> </ul>
Play as learning	Play is used by children to learn.	<ul style="list-style-type: none"> <li>• Social skills develop in:               <ul style="list-style-type: none"> <li>– dramatic play – role-play, interacting with others</li> <li>– group times – speaking in front of others, having turns, sharing ideas.</li> </ul> </li> </ul>
Individualised learning	Children learn in different ways and demonstrate what they know in different ways.	<ul style="list-style-type: none"> <li>• Some children learn through group activities, others prefer one-to-one contact and direct instruction.</li> <li>• Some children do not notice things they can learn until they are brought to their attention.</li> </ul>

## Stages of social development

Theories of social development support milestones that occur in progression. Some theories that demonstrate progressive milestones are Parten's social play stages, Kohlberg's moral theory and Selman's friendship theory.

A guide to some of the most common social development milestones is provided in the following table.

Some theories you have studied can guide you in how to set up an environment well prepared for social activity. These theories suggest it is important that:

- materials match the child's interests, needs and abilities
- there are enough materials for the number of children in the group
- good quality materials are provided
- materials reflect the cultural capital of those in care
- materials introduce new concepts
- aesthetics have been considered.

In addition, there should be spaces where friends can interact and play in different activities, and play stages are accommodated; for example, spaces for solitary play, cooperative play and games with rules.



Challenging play spaces encourage collaboration.

## Safety

Your knowledge of child development and the individual abilities of children allow you to consider the safety of the environment and identify how it should operate and be presented. In terms of social development, this means there should be enough equipment to allow children to participate.

Safety must also be considered in relation to the type of materials that are used for dramatic play. You must ensure they are sturdy and in good condition, and placed in positions that allow their use to be maximised.

Children who are in a safe environment have more opportunities to explore, work together, develop and achieve goals together and feel secure in their play.

To extend the children's ability to make decisions, solve problems and resolve conflicts you can implement a common decision-making strategy. When implementing the six steps of this strategy with children, you can encourage them to work with others to gain a broader view or support them to work through the steps themselves.

Step	Decision, problem and conflict
1. Define the situation	<ul style="list-style-type: none"> <li>What is the issue? Pick one issue and work on that. Be specific: What is the situation and why does it feel like an issue?</li> <li>What is the decision? Pick one decision and work on that. Be specific: What is the decision about and why do you need to make this decision?</li> </ul>
2. Brainstorm	Search for solutions; any suggestion should be considered.
3. Select ideas	Sometimes children select a solution as soon as it is identified rather than considering a range of ideas. When they need to choose, it is important that you support them in thinking about the pros and cons for each option before they select one.
4. Put plans in action	Encourage the children to implement their solution. You may need to help them do this, or just remind them of their decision. In some cases the solution may not work. This does not mean you should take over and decide for the children; it means that you need to help them identify a more suitable option.
5. Review what happened	Note how the issue was solved and remember to give feedback.
6. Keep going	<p>The solution the children used may also be useful in another situation.</p> <p>Encourage the children to reflect on the issue they solved and use the information and skills to solve other issues.</p>

## Interacting in play

Play experiences can assist children to learn to accept and value all people, particularly those who may appear different from themselves. Play can also assist children to learn positive attitudes of acceptance and respect for a range of people. You can support this learning with the following strategies:

- Create a play environment that reflects many different people and many different ways of living; for example, by adding one or two new or cultural items to a dramatic play materials; including music or pictures of people from various cultures; inviting visitors to participate as volunteers or guests; or including aspects of the cultural capital of each child.
- Arrange a play setting that promotes participation of boys and girls, children with disabilities and children of various cultural backgrounds.



## 3A

## Understanding development theories and monitoring emotional development

MTOP Outcome 3 focuses on how you support children to become strong in their social and emotional wellbeing. It encourages you to provide a responsive environment that promotes a sense of belonging and is a safe place to share feelings and information about the family.

Emotional development is about feelings and emotions, and learning to recognise what the emotions are and how to express them appropriately. Emotional development is also about how you see yourself, your self-concept and resulting self-esteem.

Although emotional and social development are closely linked, emotional development is different to social development as social development is about relationships and interactions with others, whereas emotional development focuses on how you feel within yourself and how you deal with and express these feelings.

### Theories of children's emotional development

An understanding of theories relating to emotional development, alongside your knowledge of emotional development milestones, enables you to understand individual children and their emotional needs.

#### Attachment theory

Chapter 2 introduced attachment theory in relation to social development. This theory equally applies to emotional development.

To recap, Bowlby believed that children are able to form attachments with a number of people. The attachment is usually strongest with the primary caregiver, but other attachments may follow. The primary caregiver is the person who most provides for the child's physical and emotional needs consistently and responsively – usually a parent or guardian.

Other attachments are important to the child's social and emotional development. As each child commences in your service, your goal is to develop an attachment relationship.

Attachment behaviours allow you to observe how well you have developed relationships with the children and provide guidance as to what is required of you by a child who is attached to you. These indicators evolved from Bowlby's initial theory where he identified behaviours demonstrating that a child is positively attached, including proximity maintenance, safe haven, secure base and separation distress. Bowlby also identified a range of attachment states, shown in a table in section 2A.

Age/crisis	Explanation	Your role
School-age: industry or inferiority The child is developing a sense of method and competence.	School-age children are developing industry, which means they are learning to apply skills and work effectively with others. If they are not supported to become industrious or if their efforts are given little or negative feedback, they will develop a sense of inferiority.	<ul style="list-style-type: none"> <li>• Show interest in the children's ideas.</li> <li>• Encourage and praise efforts children make.</li> <li>• Motivate children to extend their skills.</li> <li>• Help the children to work cooperatively with each other.</li> </ul>
Adolescent: identity or role confusion The adolescent is developing a sense of devotion and fidelity.	The adolescent is attempting to find out who they are as an individual. Peer relationships feature greatly here. Until this stage, psychosocial development is largely related to what is done to the child. Now development relates to the choices an individual makes.	<ul style="list-style-type: none"> <li>• Accept and encourage children to explore their identity within boundaries.</li> <li>• Be consistent with your expectations.</li> <li>• Accept choices the child makes if they are within the boundaries provided.</li> <li>• Listen.</li> <li>• Support the child when they have questions about themselves and others.</li> <li>• Answer questions honestly or support children to find out.</li> </ul>

As this theory relates to a person's whole life, you should be aware of the other stages Erikson predicts.

Age/crisis	Explanation
Young adulthood: intimacy or isolation The person in young adulthood is developing a sense of affiliation and love.	Mutually satisfying relationships are sought and families are started in the search for companionship and love. Distance from others occurs if we are unsuccessful at this stage.
Middle adulthood: generativity or self-absorption and stagnation The person in middle adulthood is developing a sense of production and ability to care for others.	In middle adulthood, the adult often takes a leadership role at work in a higher role or at home as a parent. As a leader, the person sets examples and defines the culture and expectations of their family. As children leave home or relationship goals change, a mid-life crisis may occur in an effort to find new purpose and goals.

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Action or response	Example
Ensure routines and care are child-centred	<ul style="list-style-type: none"> <li>• Ensure programs provide opportunities for children to complete self-help tasks themselves; for example, serving their own food, packing away their belongings or washing their own hands.</li> <li>• Create routines and timetables that allow the child to feel they are not being rushed.</li> <li>• Display a positive and encouraging attitude; for example, 'That's all right, Helen. Take your time and try again', rather than 'Hurry up, Helen, it's time for a snack!'</li> </ul>
Make it fun	<ul style="list-style-type: none"> <li>• Clap when the child succeeds.</li> <li>• Link tasks with upbeat music; for example, a fast marching beat could mean it is time to pack up. The children will be motivated by the sounds and the speed of the music.</li> </ul>
Give positive feedback	<ul style="list-style-type: none"> <li>• Reflect on the process (how the child did a task) rather than the product (result) by saying things like, 'You worked for ages on that!' or 'What a lot of pieces you put together!' rather than 'You finished the puzzle – great!'</li> </ul>
Give reasons	<ul style="list-style-type: none"> <li>• Demonstrate the usefulness of self-help tasks by explaining their benefit; for example, say, 'When you tie your own laces, you don't have to wait for me' or 'The LEGO won't get broken if we pack it away when we're finished'.</li> </ul>

## Developing positive relationships

Your positive relationships with children enable them to develop independence and autonomy. The following strategies help create this positive relationship:

- Help children understand the pattern of the day; for example, by telling them what is happening next.
- Use routine opportunities such as snack times for one-on-one interactions.
- Make the child feel important throughout the day.
- Talk with children if you are unable to be near them, and use singing, poems and rhymes as a way to comfort children.
- Ensure that educators remain consistent; it is detrimental in building relationships and security if there are frequent educator changes.
- Work at children's eye level.

## Applying theory

The following theories provide reminders about the information you have learnt about self-help skills.

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## Chapter 4

# Fostering cognitive development

Cognitive development is defined by a range of approaches and theories that guide us to identify the milestones children are expected to achieve. These theories also provide you with an understanding of why children approach learning and development the way they do. As children learn how to problem-solve and develop scientific, mathematical, technological and environmental knowledge and skills, the understanding you show enables you to provide an environment that meets these growing needs, and supports and challenges their abilities.

Educators play a significant role in helping children develop their critical thinking capabilities. To do this, you need to assess and monitor children's cognitive development and know how to apply relevant concepts from cognitive development theories and principles to enhance learning opportunities and cater for children's individual needs and abilities.

In this chapter you will learn about:

- 4A Understanding development theories and monitoring cognitive development
- 4B Constructing, sorting and comparing
- 4C Exploring and experimenting
- 4D Using play to experience consequences

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Age group	Examples of needs
9–12 years	<ul style="list-style-type: none"> <li>• Is able to plan in advance and focus on detail</li> <li>• Enjoys board games</li> <li>• Reads magazines and fictional stories and project books</li> <li>• May develop a hobby</li> <li>• Thinks about future careers</li> <li>• Becomes product and goal oriented</li> <li>• Has many ideas</li> <li>• Understands weight and size</li> <li>• Focuses on fairness</li> <li>• Can recognise the moral of a story</li> <li>• Pop culture is important, including music, film and dress</li> </ul>

Opportunities to extend children's knowledge of the world may include:

- excursions/incursions
- maps, posters, music and books
- walks in the local area
- visitors/guest speakers
- community resources.

The world and environment may include:

- the natural environment
- the social world
- the cultural environment
- the world of ideas
- the manmade environment.

## Factors influencing individual cognitive development

Cognitive development is influenced by a range of factors. Some of these factors are outlined in the following table.

Factor	Influence on cognitive development
Age	<p>Children progress through cognitive stages sequentially. Their understanding increases as their brains develop and they are able to understand more complex concepts.</p> <p>Children of 5–6 years often ask 'Why' questions.</p>

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## Using construction as a learning strategy

The interest children have in construction and taking things apart starts early in life. An infant shows interest in stacking cups and building towers on stacker frames, spends time putting things in and taking things out and checking they are still in place over and over again. They attempt to find new materials and move the old ones to new places, experimenting with sensorimotor development of object permanence.

For older children, construction may be as simple as building structures using blocks, boxes or construction sets, or as complicated as taking apart and rebuilding appliances and automobiles.

Taking apart and constructing is an excellent method for answering 'why' questions. Children with 'why' questions are trying to make sense of the world and, by providing concrete materials for them to examine, they will find out about things in their own way at their own pace. The child will be learning:

- cognitively – about size, shape, weight, length and other concepts, including memorising how things come apart and go back together
- physically – how to manage screws, clips and knobs
- socially and through communication – when asking questions, explaining to others what they know and sharing their knowledge of new names for items
- creatively – as they try to imagine how things work
- emotionally and psychologically – as they gain skills and knowledge and receive feedback, or achieve success.



Provide children with a safe opportunity to practise using a screwdriver.

In this digital age, there are so many concepts that are difficult to explain – wireless communication being just one. Children use the things they understand to make up stories of how things work, so seeing reality makes learning exciting. Intentional teaching then explains what cannot be seen. Additional activities may help consolidate the information or children could undertake research.

With adult support, children can see how a car, motorcycle, lawn mower and other machinery works. This is a great activity to encourage parent participation. Almost any broken appliance can be used: radios, fans, telephones, CD players, blenders, computers, bikes, prams, toys with batteries and clocks.

You may need parent permission before you begin projects such as deconstruction. The children need to be aware that they need your permission before taking things apart; the items must be old or discarded.

## Chapter summary

1. Cognitive development is about how the brain works, develops and makes sense of information.
2. Children use cognitive skills at different levels according to their age. These skills can be assessed and monitored by using a milestone checklist.
3. Constructing and deconstructing are strategies for learning. The interest children have in construction and taking things apart begins early in life.
4. When you engage children in experiences involving exploring and experimentation, you are providing challenging activities that are open-ended and stimulate inquiry and risk-taking.
5. Activities involving thinking, reasoning and hypothesising foster the development of cognitive skills.
6. Most children find science, mathematics and technology learning experiences intriguing and enjoyable.
7. Children need to be provided with opportunities to experience the consequences of their choices, actions and ideas.
8. Children should be provided with a wide range of everyday materials to create patterns and sort, categorise, order and compare.

MTOP Outcomes most commonly related to language skills and development include:

- Outcome 1: Children have a strong sense of identity:
  - Children develop knowledgeable and confident self-identities
- Outcome 2: Children are connected with and contribute to their world:
  - Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- Outcome 5: Children are effective communicators:
  - Children interact verbally and nonverbally with others for a range of purposes
  - Children engage with a range of texts and gain meaning from these texts
  - Children collaborate with others, express ideas and make meaning using a range of media and communication technologies

### Practice task 14

1. Use a table similar to the following to monitor a 7-year-old child's language development. Include a comment and date in every space.

Language development	Comments	Date recorded as achieved
Tells jokes		
Shares experiences by talking about what happened		
Asks a lot of questions		
Likes to read stories and use books to find things out		

2. Explain how each of the four skills in the table may be influenced by:
- social development
  - psychological development
  - brain development (nature versus nurture).
3. Link each of the four skills in the table to MTOP Outcomes.



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**Materials required:**

Lyric-free music (look online for licence-free music or pay a small fee for music from websites such as [www.melodyloops.com/music/](http://www.melodyloops.com/music/))

Paper and pencils

Computer

Table and five chairs

**Strategies used to foster creativity during the experience:**

Being prepared for children to express other emotions and linking them into the lyrics

Allowing children to share their own ideas and disagree if they have a different points of view

Being open to children sharing stories or scenarios

**List your strategies for settling:**

I will bring the group of four children together and explain I have a special activity that I hope they will enjoy. Suggest that we need some space to talk and work and ask them to help me set up the table and chairs, etc.

**Explain the introduction:**

I will discuss the idea I have, which is for the children to listen to the music on the CD and choose one, then to develop lyrics to fit the music. They can then practise and present a concert to the other children if they wish. I might give them a topic of 'expressing how you feel' if they are unsure about what the song might be about. I would ask that they ensure the words and meaning are appropriate for the other children to listen to; for example, there should be no swearing or using terms that are rude.

**Explain the body of the experience:**

The children can work on this activity independently. I would be close by and would help if needed. I will check in periodically to see if things are going well.

**Explain the conclusion:**

The children can develop the song and tell me when they are finished. We can go over what they had written to check it is appropriate. The children can perform their song to the larger group of children – those who are interested.

**Explain your dispersal:**

I would discuss with the children how they thought the experience went, whether they learnt anything from it and how they think the other children felt about the message of their song and the way it was delivered. I would also offer them opportunities to do this again or to do something similar.

**Spontaneous interests catered for, extensions or changes to planned activity: (complete after experience has been implemented)**

The children decided that two of them would sing and two would dance.

They also wanted to make costumes that made them look a bit similar to each other, like a group.

They talked about arranging for a video to be made. They would like to create more songs and add to this video.



Children may listen to a story or music while engaging in another activity.

### Practice task 15

1. Plan and implement at least one experience for children for each of the following areas:
  - Language and literacy in play
  - Listening and responding
  - Experimentation with image and print
2. Link theory, MTOP Outcomes and/or a core principle to each of the experiences.
3. Show your supervisor how you set up each experience and ask them to comment on how well you have displayed home languages, including Australian English.
4. Provide a list of four ways you can add unfamiliar culturally constructed text to the play environment.

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## Chapter 6

# Fostering an environment for holistic learning and development

MTOP views the child as a capable learner who experiences a range of developmental areas. Environments that foster holistic learning and development incorporate:

- inquiry processes that encourage testing new ideas and taking on challenges
- resources, materials and learning environments that provide challenge, intrigue and surprise
- a sense of belonging and connectedness
- sustained shared conversations in which children extend their thinking
- scaffolded learning
- using mistakes as opportunities to learn
- environments where children engage themselves in self-directed play
- appropriate levels of challenge encouraging children to explore, experiment and take risks in their learning
- diverse contributions from families

To effectively implement holistic learning environments, educators need to:

- collaborate about assessments and evaluation
- share information with colleagues about child development and wellbeing
- recognise spontaneous teachable moments
- ensure a balance between child-initiated and educator-supported learning

In this chapter you will learn about:

- 6A Providing learning environments that initiate inquiry, challenges and experimentation
- 6B Guiding the learning process
- 6C Sharing information and collaborating about assessments

Scaffolding and teachable moments are very similar. Scaffolding relates to developing emerging skills; teachable moments are unplanned and are about appropriate learning relevant to that particular moment.



Recognise a teachable moment while a child is completing a task.

## Balancing child-initiated and educator-supported learning

Children learn in different ways – through listening, seeing and doing. Child-initiated learning means that the child has chosen their activity and they are learning through this. This may be an informal learning experience that involves play and results in knowledge, or the child may initiate a learning experience where adults participate and guide the learning. The role of the educator is to support learning where children are inviting this to occur.

Current pedagogy supports child-initiated learning in the practices of school age care environments. It is promoted within MTOP under the following listed Practices, each supporting different methods by which the educator might provide the supported learning:

- ‘Collaboration with children’ involves working with the children to cater for their interests and abilities and participating as partners in child-initiated learning.
- ‘Learning through play’ involves respecting the value of play in learning and adding sustained shared conversations and encouragement to think and explore, including providing for teachable moments.
- ‘Environments’ involve catering for different learning styles and offering possibilities and experiences, knowing that the children will explore from the resources and ideas provided.
- ‘Evaluation for wellbeing and learning’ involves watching, noticing, observing and recording so that you find out what is next, what the children need and how the program and your pedagogy will adapt based on the knowledge you gain.