Module 6
Putting it all together

Social and emotional learning is embedded within the curriculum an ECEC service provides for children. Module 6 presents an opportunity to bring together the ideas covered in Modules 1-5, including developing our relationships with children, curriculum decision making and considering how these can be applied to children’s social and emotional learning and development.

Connections to the Early Years Learning Framework and National Quality Standard

This Professional Learning has explored links to the EYLF and NQS across each module. This module illustrates how everyday interactions and learning opportunities can be connected to children’s mental health and wellbeing, and to these overarching frameworks. Educators call on a range of knowledge and skills in their daily practice, including the concepts of belonging, being and becoming and the Principles, Practices and Learning Outcomes in the EYLF, together with the concepts within the Quality Areas of the NQS.

Activity
Looking at children through social and emotional lenses

The following questions are to be applied to each of the videos your group chooses to watch.

- How does the experience portrayed in this video support children’s mental health?
- What social and emotional skills are the children likely to be learning? How does the educator support this learning?
- What might the educator’s intentions be?
Hakin and Liam are babies playing with rattan balls.

- What keeps the interaction going?
- What shows you the babies are learning from each other?
- What tells you the babies are relaxed and feel secure?
- What evidence is there that the educator has a strong, positive relationship with these two children?
- In what ways is the educator supporting their social and emotional learning?
- What evidence is there that she is in tune with them?
- How does the physical space support the children’s play and learning?
- Is it the educator, the child or both directing the experience? What is the evidence of this?
- What role does pleasure play in the children’s learning? How does it contribute?

Lauren, Aysha, Isabella, Lucas and their educator, Janani, are setting the table and sitting together at lunchtime.

- What is the evidence that these children feel comfortable, secure and empowered in this environment?
- What supports the children in their discussions with each other and with their educator?
- How does the educator connect children with their families, their lives outside the service, and other families who are part of this ECEC service community?
- What is the evidence of the educator encouraging children’s sense of agency?

“Holistic approaches to teaching and learning recognises the connectedness of mind, body and spirit. When early childhood educators take a holistic approach they pay attention to children’s physical, personal, social, emotional and spiritual wellbeing as well as cognitive aspects of learning.”

(Early Years Learning Framework, p.14)
Zac is a preschooler going about his day at his ECEC service.

- What is the evidence that Zac feels comfortable and secure in this environment?
- How does the educator support the connections between Zac, his family and his life outside the ECEC service?
- What learning opportunities are provided to support Zac’s social and emotional development?
- How would you describe the relationship between Zac and the educator?

How does our Statement of Philosophy reflect the importance of social and emotional learning, mental health and wellbeing? How can we build on this?

“How an educator’s job, I think, is to support children to think about what they’re feeling and experiencing and put some frame around it that helps to make meaning for them and builds up a sense of their connection with what’s happened.”

Catherine Hydon, KidsMatter Component 2 Professional Learning
Reflections

Consider an experience you have provided to children recently.

What was the intention of providing this experience?

What curriculum decisions informed it?

How did the experience contribute to the children’s social and emotional development?

Making a difference

This activity has been designed for you to take away and do before you move onto the next module. It will help integrate what you have learned during this session.

Think about what you have learned in Component 2 Professional Learning so far. What is one thing that you will apply to your practice...

As an individual?

As a service?

What supports do you have to help you take this action?

What additional supports do you need?

Why have you identified this as significant?

How will you know if you have been successful?
You might also be interested in...


Module 7 is scheduled for:

Date: 
Time: 
Venue: