

ASSESSMENT 1: CRITICAL REVIEW

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Curriculum in Early Childhood

In early childhood, a designed curriculum is made based on the needs of the children for the development of their physical, social and temporal growth. This curriculum is mainly based on the comprehensive growth of the children for their future academic preparations (Yang & Li, 2022). The curriculum is prepared with an adequate amount of learning, and sufficient environments that match with children's learning interests. This is devised while understanding the needs of the children and devised as a child-centred playful learning-based curriculum (Module 1). The rationale attached to this is the comprehensive approach for the children to let them learn in the best possible way depending on high engagement from childhood.

Educators Using Children's Play to Plan and Implement Curriculum in Early Childhood Education Settings

Educators tend to design the curriculum of the children based on their playful activities to keep them energised and make them engage in the activities. This involvement made by the children from their early learning stage makes them more sincere and mindful of different physical activities. The curriculum devised by the educators tends to align with various essential framework guidelines like the Early Years Learning Framework (EYLF), National Quality Standard (NQS) and Quality Area (QA). Playful learning is a way through which the teachers can detect the point of interest for individual students and let them grow on a physical, social-emotional basis. This also helps educators to design customised frameworks for every student. The theory devised by Vygotsky suggests that the early learning of children is more practical when it is done through communication and interactions. The children have growth and understanding at their own pace about the bonds and tend to develop problem-solving skills in their environment with their peers.

Additionally, educators can also follow the cognitive development theory of Piaget in which the children are made to learn with proper interaction with their surroundings (Module 2). The children tend to develop interactions and problem-solving skills through practical assessments of interaction and communication with the environment. A classroom environment with many resources can help the children to think more practically helping to develop their thinking ability and questioning skills (Van Oers, 2017). The EYLF promotes play as one of the vital requirements of children in the early learning stage. EYLF tends to make sure that during early-life learning, the children are made to have confident learning capabilities in their suitable zones. There are five learning outcomes of EYLF which are the presence of a strong sense of identity and well-being, connected and contributing to their surroundings and good interactions and learning (Module 3). For instance, if the children are role-playing outside of the classroom then they comply with outcome 1 of EYLF by having a sense of self-identity. Playing outdoors consists of various physical activities which also comply with outcome 3 which is the sense of well-being.

On the other hand, the National Quality Standard (NQS) also prioritises playful activities in the early learning of the learners. By promoting the play activities in the learning curriculum, quality area 1 and quality area 5 are recognised. Quality Area 1 emphasises different playful activities by the learners to make their learning foundation more strong concerning their area of interest. Through this method, the teachers can get help to design customised routines for the children by understanding their points of interest and points of dissatisfaction. Quality 5 promotes a relationship with peers through playful activities. While playing the children start communicating with each other, understanding the values of bonds while making the environment trustable for learning. Through the activities, the students tend to grow with social and emotional support from their peers leading to the development of

cognitive forms in the children. This early stage of bonding helps the children to create a secure learning environment while fostering their social growth.

Observation of Teacher and Children's Interaction

EYLF Principles and Practices the educator is using to promote Children's Learning

Through the video given, the educator is trying to promote a strong sense of identity of the children through some playful activities (Queensland Department of Education, 2016). The educator here lets the students of Torres Strait Islanders convey their feelings culturally, emotionally and socially helping them to build a secure environment for learning. The educator also suggests implementing the knowledge children get and bring from their houses to foster different cultural values in all the children present there (Kilderry, 2004). The educator also lets the children who appear from several other races and cultural backgrounds use their home language which aligns with the principles of EYLF (Early Years Learning Framework, 2022). This fosters a sense of diversity in the early learning stage of the students of Torres Strait Islanders. The teacher emphasises the customised building of the routine of the children keeping in mind the separate backgrounds the children come from (Module 4). The educators tend to get the comprehensive approach of learning to the children by understanding their needs physically, socially and emotionally. While the children come from different backgrounds based on culture and society, their activities can be issued in the daily routine of learning which can help the student to build on their identity in the early stage of learning. The educator seems to be very responsive towards her children by cultivating their social and cultural needs along with their areas of interest and strengths.

The educator aligns the learning with Quality Area 1 by positively impacting the learning outcomes to be more relevant and meaningful by integrating the children's different

cultures (National Quality Standard Quality Area, 2018). Quality Area 5 is also maintained here by the teacher as she tends to participate in playful activities with the children helping to build trust and foster relationships. Quality Area 6 is also fostered here by involving the lessons learned from home in the curriculum. This tends to build better relationships with the cultural background of the families of the children.

EYLF Learning Outcomes the children are learning during the activity

EYLF learning outcome 1: Children have a good sense of Identity.

In the video, it is seen that the educators of Torres Strait Islanders let the children express their feelings, cultures and backgrounds in the play-based classrooms (Queensland Department of Education, 2016). By fostering their background the educators tend to make them connected to their cultural heritages and background. This also connects the educational centre with the families of the children by understanding their cultural presence in society and fostering them in the educational curriculum. The educator also said that the children are allowed to speak their native languages which creates a bond among the diverse cultures of the students and builds their own identity (Adam et al., 2019). This aligning the play-based early life education with the different cultures of the students follows the principle of EYLF respectively.

EYLF Learning Outcome 2: Children are getting connected to their environment.

The educator speaks about making the children understand and cultivate the heritage aligned with their cultural backgrounds. By this, the educator is not only fostering individuals but also their peers to understand different cultural settings and the role they play in that community. The educator of Torres Strait Islanders has shown in the video how the children are set free to communicate with their peers from different cultures and let them participate in

the same cultural activities. Through this, the children understand the vitalness of the relationships and cultivate different cultural heritages. The freedom to connect with other children in the educational setting makes the level of communication stronger with their peers (Baker et al., 2017). This activity is done in the educational setting of early learning of the children aligned with the second learning outcome of the EYLF. This focuses on the respectful learning of the children by fostering their communities' strengths and belongingness to their heritage.

Learning Areas of Australian Curriculum, Foundation Year

The Australian Curriculum is the structure of the study made for the students of Australia that needs to be followed from when the student enters in the early life of education to the twelfth year (Australian Education Research Association, 2023). This curriculum consists of different subjects like English, Maths, Humanities, General capabilities, Cross-curriculum standard activities and subjects.

From the video, it is understood that the educator was emphasizing two main areas. The first is in Humanities and Social Sciences having the subject code of (HASS) and mainly falls under History having the content description code of (ACHASSK012) respectively (Moss et al., 2019). Through this, the children in their early life learning stage tend to understand different contexts of cultures and the impact of the same on their communities. In the video, the children were speaking about the cultural goals of the families and the different ceremonies that happen in their families. They also discussed various stories which have no evidence but were passed on from their ancestors to their predecessors. This discussion aligns with the goals of the History curriculum by understanding the different cultural values of different families.

Another high area; highlighted in the video was the emphasis on English which falls under the Literacy section in the Australian curriculum. This section is provided with the content code ACELY1651 respectively. In this particular section, the student is made to sit and can enhance their listening capabilities by listening more carefully to others. They are also allowed to put their ideas more clearly about any topic in the discussion time. From this video, it is understood that the children of the Torres Strait Islanders are allowed to engage in discussions and conversations on their background and cultural shifts. While one is speaking, the other children are sitting quietly listening to the speaker which seems to be aligned with the goal of Literacy in the curriculum.

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