

EDUCATION AND CARE FOR INFANTS AND TODDLERS

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Part 1: Professional Philosophy

Children develop most quickly throughout their initial 3 years of birth. This is well recognised that early childhood education may support the growth of newborns and help close achievement disparities. The advantages of superior child care for kids of all ages are less well understood than the consequences of preschool-aged children's enrolment in early childhood development courses.

Maintaining my childrens safety, health and security is my top priority as a caregiver because it is essential to provide a secure loving and caring environment. A multimodal approach to early childhood health and safety is advised by the National Quality Standard (NQS). It entails good hygiene to avoid disease, prompt medical attention and a balanced diet and exercise regimen (ACECQA 2018). These guidelines provide a secure and wholesome setting. Another important aspect of infant and toddler development that I emphasize in my parenting philosophy is bonding. Since the children in my care rely on these relationships for their emotional and social wellbeing I place a high value on having strong emotional ties with them. Since these relationships give young children a sense of security, respect and appreciation I would like to establish trust and dependability with each child by being amiable and responsive. Additionally emotional support and consistency from caregivers are necessary for attachment (Masten *et al.* 2018). When children are confident that their caregivers will provide for their needs and support they feel safe. They are able to travel the world and gain the confidence to engage with people thanks to this security. Infants and toddlers' emotional and social development is shaped by their early attachment experiences and stable relationships foster good social behavior, emotional control and cognitive development.

The development of the brain during infancy is remarkable. In order to encourage brain development I offer engaging and developmentally appropriate cognitive growth activities. The foundation of my idea is routine which aids in childrens development of independence, self-control and a feeling of community. Interestingly in Western society caring for infants and toddlers has long been viewed as the exclusive domain of mothers undervaluing this crucial role. In contrast to preschool education research and development challenges are present in infant and toddler care (Blewitt *et al.* 2018). The main obstacles are the medical paradigm used in caregiver training the historical legacy of parental child care and ideological resistance to nonmaternal care. As a result my method also emphasizes routines for young children. Children benefit from routines in many ways including feeling safe anticipating daily events and developing self-control, independence and a sense of belonging. This method keeps the

caregiver at the center of the child's experience by adhering to attachment and responsive caregiving concepts.

Education for infants and toddlers depends heavily on the human and physical surroundings. I advocate for a secure, welcoming and developmentally suitable atmosphere. It should encourage inquisitiveness, curiosity and sensory learning. To accommodate children's evolving needs and interests educators should design a rich, varied and adaptable environment (Australian Government Department of Education 2022). EYLF planning is emphasized in my professional demeanor. The learning and development of infants and toddlers must be observed and documented for evaluation and program planning purposes. The cycle of planning is helpful. In order to support the learning and development of the children throughout the EYLF planning cycle I use a range of documentation techniques to observe and document their experiences and progress (Fonsén *et al.* 2019). Regarding the physical environment I also place a lot of emphasis in my professional practice on creating custom buildings fixtures and fittings that are tailored to the unique needs and activities of children as well as on designing both indoor and outdoor spaces.

In turn early childhood education programs can enhance adult learning and skills by giving parents and other caregivers access to parental education and other forms of support. Early childhood is a stage of life with the same rights and significance as any other and this must be acknowledged for young children's transitions to be successful. It is a time for societies to assist children in overcoming new obstacles rather than just serving as a training ground for growing older. Communities families and peers are essential in preparing kids for the next stage of life. My approach to working with infants and toddlers is based on the EYLF's five principles and eight practices. These guidelines stress the importance of involving kids in everyday life and developing enjoyable affectionate and respectful relationships with them. With every child in my care I value safety and relationships based on trust so this cooperative approach is appropriate.

Part 2: Critical Reflection

National Quality Standards compliance

Following the National Quality Standards is necessary to guarantee the safety and effectiveness of early childhood care and education institutions. Professional development and thorough planning are necessary to meet these objectives. A number of critical areas including leadership

and governance, child health and safety and educational programs and practices are given top priority by the National Quality Standard (NQS). Sometimes it can be very difficult to provide individualized care while still adhering to these standards. In order to overcome this obstacle I will pay close attention to staying current. We are encouraged to follow more current standards by taking advantage of opportunities for education. This assertion was confirmed by the Australian Children's Education and Care Quality Authority (ACECQA 2018). Teamwork is among the primary tactics mandated by the National Quality Standard (NQS). Teachers can lessen their burden and improve the general calibre of the solutions they offer by exchanging efficient procedures and offering assistance to each other. The cooperative approach aligns with the shared decision-making and cooperative partnership principles of the Early Years Learning Frameworks.

Partnerships for Cooperation with Families

In order to support childrens holistic development and general well-being it is crucial to form cooperative partnerships with families. However differences in expectations, values and attitudes between families and the early childhood setting can lead to a number of challenges (Australian Government Department of Education 2022). One of the most important strategies is to establish polite and open communication with families. Meetings, conferences and written correspondence on a regular basis will allow people to align their goals and expectations (Australian Government Department of Education 2022). The emphasis on developing cooperative relationships with families in the National Quality Standard (NQS) is addressed in this statement. It's part of the seven quality categories as defined by the Australian Children's Education and Care Quality Agency.

Applying the Early Years Learning Framework's tenets is essential for child growth. The development of a feeling of community is equally necessary within the early childhood setting. According to the Australian Government Department of Education (2022) the EYLF places a strong emphasis on diversity recognition and appreciation as well as cultural competency. This educational philosophy and foundation support early childhood care and education of the highest caliber. I am totally in favor of these ideas in childcare. Regardless of background culture or values I think it's important to create a welcoming and inclusive atmosphere where all families feel welcome (Willemse *et al.* 2018). The significance of families in children's lives and in their learning, development and wellbeing is recognised throughout the EYLF, and partnerships with families is highlighted as one of the five key Principles that underpin effective

practice. The EYLF considers these adult-to-adult partnerships in a particularly rich way, recognising that learning outcomes are most likely to be achieved when early childhood educators work in partnership with families. The establishment and upkeep of cordial helpful relationships with families including efficient enrollment and orientation procedures chances and assistance for families to participate in the program and service activities and chances for families to review and shape the service review policies and participate in decision-making is very important. Supporting families in their role as parents while honoring their values and beliefs about raising children, acknowledging their knowledge and incorporating them in decisions regarding their education and well-being as well as informing them about local resources and services to promote parenting and family well-being is needed.

Individualized Care

The Australian Government Department of Education (2022) states that providing each child with individualised care and opportunities for learning is a fundamental component of my professional perspective. This approach supports the Early Years Learning Frameworks' emphasis on identifying the individual wants and needs of every child. However putting it into practice could be challenging especially in a group setting. Even though the kids in the preschool class will be about the same age each child will go through different developmental stages. In addition to children who excel in particular areas there may be children in the classroom with a range of abilities. A teacher who understands the value of helping each child realize their full potential and developing personalized learning goals for them is an effective educator (Haslip *et al.* 2018). In addition to developing at their own paces children frequently have very different learning styles. One of the kids in my care might learn best by listening but another might be a visual learner who needs to see what is being taught. By allowing every child to learn in the way that suits them best I am empowering them to become self-sufficient researchers. By addressing each kid according to their individual talents and backgrounds, individualised care plans can improve achievement. Distinct methods of learning, intellectual capabilities, learning rates, and socioeconomic standing are all taken into consideration when individualised care is implemented.

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