

Resource 3: FDC Practice Videos (3)



Three short videos, set in Family Day Care environments, are available for you to view as a training resource. The videos have been accessed from the resources provided on the Early Childhood Australia website www.earlychildhoodaustralia.org.au under the area 'e-Learning videos - NQS PLP'. The videos and reflective questions have been specifically chosen to support Quality Area 1 Educational Program and Practice.

Guide:

- View each of the three videos twice.
- Answer the three questions for each video in the area provided in the Practice Questionnaire.
- Download and print the suggested responses document, which outlines samples of the types of answers that could be provided – they may be similar to your own ideas or offer different perspectives.
- If you are able, discuss your ideas with the co-ordinator/s at your FDC service.
- The videos can be accessed online at:
www.nswfdc.org.au/quality-improvement-kit/practice-videos

Video 1: Learning about negotiation in play



Description: This video shows four children who are three and four years old in a family day care setting working out who gets to participate in a dramatic play experience. They deal with competing needs and wants and attempt to solve problems related to an insufficient amount of space. This video can also be viewed at: www.vimeo.com/29298144

Reflective questions: Video 1 Learning about negotiation in play

1. What are three key points you would have included in a written observation of the interaction between the children?

Suggested responses

- An observation about the interaction between the four children, commenting on their social development.
- An observation about the children's dramatic play including their use of equipment, resources, props and play spaces.
- An observation about the children's communication with each other.

2. What do you believe the children can learn from their interactions with each other in this play setting?

Suggested responses

- Sharing spaces
- Communicating feelings
- Sharing an understanding of the play theme - flying in an airplane
- Understanding friendship
- Understanding inclusive play

3. How would you build or extend on this experience to support the children's use of effective communication?

Suggested responses

- Have books on airplanes available to the children
- Use pictures/photos to show the children what the interior of an airplane looks like
- With the children's guidance and assistance, create other play spaces in the area to support the play theme e.g. an airport carpark for the prams and cars
- Through active supervision - being involved in the children's play - role model clear communication about feelings
- Use storytelling to share a message with the children about how it feels to be included and excluded

Video 2: Finger painting



Description: This video shows two 4 year olds doing finger painting on a table using different colours of paints. The video demonstrates sustained interaction between two children and a family day care educator. This video can also be viewed at: www.vimeo.com/47145386

Reflective questions: Video 2 Finger painting

1. What was the role of the FDC educator in the children's play experience?

Suggested responses

- Provided the resources
- Encouraged the children to be involved
- Asked open-ended questions
- Suggested how the children could use the resources
- Actively supervised
- Role-modelled the use of language to describe the experience

2. What could the children be learning from being involved in the art experience?

Suggested responses

- About colours
- About mixing colours
- About texture
- About art as a way of communicating ideas
- About expressing their ideas

3. What could the children learn from each other through their interaction during the art experience?

Suggested responses

- About collaborating - working together
- About sharing
- About their own interests
- About new words for describing the experience
- About other art experiences they have had

Video 3: Discovering – story time transition to nap time



Description: This video shows four children who are four years old in family day care having story time and leading to getting ready for rest time. It depicts an educator sharing a book and then involving children in routines. This video can also be viewed at: www.vimeo.com/30356172

Reflective questions: Video 3 Discovery – story time transition to nap time

1. What are three things the children could learn from the experience of listening to a story read by the FDC educator to the small group?

Suggested responses

- Concentrating for a period of time
- Asking and/or asking questions
- Descriptive language
- Sharing a space e.g. sitting together in a small area
- Stories have a start, middle and end
- Letter and/or word recognition

2. What are three strategies you can identify that the FDC educator uses to support intentional teaching?

Suggested responses

- The educator includes the children e.g. asking them to say the words/sounds with her as she reads the book
- The educator asks the children questions
- The educator has chosen a book to read which is appropriate to the children's age and stage of development
- The educator involves the child in making their bed
- The educator guides the child making the bed, using clear communication

3. What could the children learn from being involved in the routines and transitions shown in the video?

Suggested responses

- Independence
- There is a predictable flow to the day
- Being aware of others e.g. when sitting in a small group
- How to look after their own wellbeing e.g. preparing for rest time
- How to work with someone e.g. preparing the bedding