Foster social development in early childhood
CHCFC503A

Version 2
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Understanding what you will learn

A unit of competency is a description of a role or function that forms part of the job you undertake – in this case as a Diploma level worker. This workbook covers the unit of competency called **CHCFC503A Foster social development in early childhood**.

Each unit of competency is made up of a variety of components:

- **Elements**: these describe the activities of the role you undertake as related to the unit of competency.
- **Performance Criteria**: are measurements for monitoring or evaluating the elements. They allow you to understand what is needed to be efficient and/or effective in this activity and they may be used to demonstrate accountability and to identify areas for improvement. In the table below we have called performance criteria ‘PC’.

This workbook is designed around the elements and performance criteria and provides the information you will need to be able to demonstrate you have the knowledge and skill to **foster social development in early childhood**.

To make your learning as clear as possible we have provided the following table that lists the elements and performance criteria for this unit of competence. In addition the table shows where to find the following things:

- A checklist to record the reflection activities completed
- Assessments
- Checklists for each element to clarify what you should know and what skills you should demonstrate. The checklist includes the performance criteria as well as the things an assessor will be looking for during your practical work in a children’s service.

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Knowledge and skills required

The following is a list of the knowledge and skills that you will need if you are to appropriately and successfully foster the social development in early childhood.

**Knowledge:**

You should know about:

- children’s social and moral development
- importance of play and how it can be identified and provided for
- theories of children’s social and moral development which may include:
  - play stages
  - ecological structures
  - social learning
  - cognitive development theories
  - attachment
- a broad range of theoretical perspectives on human and learning development which may include but is not limited to: Bronfenbrenner, Parten, Bandura, Kohlberg, Bowlby
- interaction between aspects of social development, physical development and psychological development and cognitive development
- importance of language that is selected and used
- organisation standards, policies and procedures
- cultural awareness and understanding differences in social and family systems
- awareness of the following national child health and well being core competencies as they apply to all who deliver care to children:
  - core principles of child development and the key developmental tasks faced by young children and their implications for practice
  - cumulative effects of multiple risk and protective factors and the developmental implications of the balance between them
  - environmental conditions and the experiences known to have positive effects on prenatal and early childhood
  - environmental conditions and experiences known to have adverse effects on prenatal and early childhood development
- factors that support or undermine the capacity of families to rear young children adequately
- features of a family’s immediate social environment that are important for family functioning and young children’s development and well being
- features and qualities of communities that help or hinder families in their capacity to raise young children adequately
- core needs that all children and families have in common, and how to provide inclusive child and family services
- understanding of particular backgrounds, experiences and needs of children and families in exceptional circumstances or with additional needs.

Skills:
You should be able to:

- provide opportunities for children to interact positively with other children and to accept individual differences, giving due regard to age, culture, and development of child/ren
- evaluate the social development of the child and to plan activities which will enhance their development
- demonstrate application of skills in:
  - acceptance of each child’s rate of development, needs, interests and strengths
  - planning
  - interpersonal skills
  - team building skills
  - time management
  - active listening
  - empathy
  - organisation
  - valuing of differences among children - stage of development, needs, interests, strengths.

What is expected of a Diploma learner?
This unit has been mapped to a Level 5 competency standard from the CHC08 Community Services Training Package. At this level you are expected to meet the following learning outcomes:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts with substantial depth in some areas
- analyse and plan approaches to technical problems or management requirements
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- evaluate information using it to forecast for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters
- take limited responsibility for the achievement of group outcomes.
Employability skills

To participate successfully as an employee you must be able to use your initiative to solve day-to-day problems, work productively, manage your time effectively and continually learn new things. These skills are known as employability skills or generic skills.

Employability skills are embedded into the unit of competency you are studying and you will be demonstrating your use of them as you complete the training and assessment provided. Here is a list of the employability skills:

- **Communication:**
  1. Listening to and understanding work instructions, directions and feedback, including communicating with children
  2. Speaking clearly/directly to relay information, including to children
  3. Reading and interpreting workplace related documentation, such as safety requirements and work instructions
  4. Writing to address audience needs, such as work notes and reports
  5. Interpreting the needs of internal/external clients, including children
  6. Applying numeracy skills to workplace requirements involving measuring and counting
  7. Establishing and using networks
  8. Sharing information (e.g. with other staff and clients, including children)
  9. Negotiating responsively (e.g. own work role and/or conditions, and with clients, including children)
  10. Persuading effectively (i.e. within scope of own work role, including with children)
  11. Being appropriately assertive (e.g. in relation to safe or ethical work practices and own work role, including with children)
  12. Empathising (e.g. in relation to others, including with children).

- **Teamwork:**
  1. Working as an individual and a team member
  2. Working with diverse individuals and groups
  3. Applying knowledge of own role as part of a team
  4. Applying teamwork skills to a range of situations
  5. Identifying and utilising the strengths of other team members
  6. Giving feedback, coaching and mentoring.

- **Problem solving:**
  1. Developing practical and creative solutions to workplace problems (i.e. within scope of own role)
  2. Showing independence and initiative in identifying problems (i.e. within scope of own role)
  3. Solving problems individually or in teams (i.e. within scope of own role)
  4. Applying a range of strategies in problem solving
  5. Using numeracy skills to solve problems (e.g. in relation to client assessment and management)
6. Testing assumptions and taking context into account (i.e. with an awareness of assumptions made and work context)
7. Listening to and resolving concerns in relation to workplace issues (i.e. within scope of own role)
8. Resolving client concerns relative to workplace responsibilities (i.e. in relation to direct client contact).

- **Initiative and enterprise:**
  1. Adapting to new situations (i.e. within scope of own role)
  2. Being creative in response to workplace challenges (i.e. within relevant guidelines and protocols)
  3. Identifying opportunities that might not be obvious to others (i.e. within a team or supervised work context)
  4. Generating a range of options in response to workplace matters
  5. Translating ideas into action (i.e. within own work role)
  6. Developing innovative solutions (i.e. within a team or supervised work context and within established guidelines).

- **Planning and organising:**
  1. Collecting, analysing and organising information (i.e. within scope of own role)
  2. Using organisation systems for planning and organising (i.e. if applicable to own role)
  3. Being appropriately resourceful
  4. Taking initiative and making decisions within workplace role (i.e. within authorised limits)
  5. Participating in continuous improvement and planning processes (i.e. within scope of own role)
  6. Working within or establishing clear work goals and deliverables
  7. Determining or applying required resources (i.e. within scope of own role)
  8. Allocating people and other resources to tasks and workplace requirements (i.e. within scope of own role)
  9. Managing time and priorities (i.e. in relation to tasks required for own role)
  10. Adapting resource allocations to cope with contingencies (i.e. as relevant to own role).

- **Self-management:**
  1. Being self-motivated (i.e. in relation to requirements of own work role)
  2. Articulating own ideas and vision (i.e. within a team or supervised work context)
  3. Balancing own ideas and values with workplace values and requirements
  4. Monitoring and evaluating own performance (i.e. within a team or supervised work context)
  5. Taking responsibility at the appropriate level.

- **Learning:**
  1. Being open to learning new ideas and techniques
  2. Learning in a range of settings including informal learning
  3. Participating in ongoing learning
4. Learning in order to accommodate change
5. Learning new skills and techniques
6. Taking responsibility for own learning (i.e. within scope of own work role)
7. Contributing to the learning of others (e.g. by sharing information and as a coach/mentor)
8. Applying a range of learning approaches (i.e. as provided)
9. Participating in developing own learning plans (e.g. as part of performance management).

- Technology:
  1. Using technology and related workplace equipment (i.e. if within scope of own role)
  2. Using basic technology skills to organise data (i.e. within scope of own role)
  3. Adapting to new technology skill requirements (i.e. within scope of own role)
  4. Applying OHS knowledge when using technology
  5. Applying technology as a management tool.

**National Quality Framework (NQF)**

The National Quality Framework (NQF) covers long day care, family day care, outside school hours care and preschools. It incorporates licensing, regulations and quality assurance into a single system operating Australia wide. Its goal is to enable services to use the one unified system for working toward goals of best practice and quality.

The National Quality Framework (NQF) puts into place a National Quality Standard (NQS), which aims to ensure high quality and consistent care across Australia. The NQF will use these National Quality Standards (NQS) to improve services, so making an impact on a child’s development and safety and providing families with information with which to make informed choices about services.

The National Quality Standards include the Early Years Learning Framework (EYLF) as an educator guide toward implementing quality, responsive programs with a focus on individual strengths, interests and needs.

**Early Years Learning Framework (EYLF)**

This workbook supports the EYLF and is linked directly to the beliefs and values it represents. At the commencement of each element you will find a table identifying which of the EYLF Principles, Practices and Outcomes are most closely represented.

The EYLF is based on the view of children’s lives as involving aspects of belonging, being and becoming.

- **Belonging**: is based on human existence, the questions about who we are and where we belong, identities, relationships and the central core of worth that allows children to learn and enjoy healthy development.
- **Being**: is the art of childhood, all the exploring and building that not only supports the years to come but also the things that are happening now.
- **Becoming**: is a result of the learning in relation to values and beliefs upheld by society, intrinsic motivation and attributes. It considers what is required to become an effective member of society.

The EYLF comprises of three elements – Principles, Practice and Outcomes.
1. Principles reflect contemporary theories and research that influence how we implement programs for children. These principles guide our practice.

- Secure respectful and reciprocal relationships: This principle is about developing attachments, trusting relationships and a secure base for learning through exploration. For older children this includes their ability to recognise and respect the feelings of others and interact appropriately. In addition they begin to be able to take on responsibilities.

- Partnerships: This principle is about your beliefs in relation to how families (and others) should be involved and what role you take in making this happen. Effective partnerships don’t just occur, you must build trust and acknowledge strengths and weaknesses.

- High expectations and equity: This principle encourages us to look past a child’s inability and focus on what they are capable of. The mindset that children are capable learners who can construct their own learning opportunities and extend into new and exciting areas is one that educators set down in their pedagogy and in particular the interactions, verbal and non verbal, that occur daily.

- Respect for diversity: This principle reminds us of the different way each and every family exists, and identifies that due to this uniqueness, each child will look at tasks differently, approach issues differently and participate in the world differently. If we understand this as a fact, we must change our view of culture as relating to people from varied countries and languages, to mean that every family has their own culture. The beauty and depth we can hold in exploring this is endless.

- Ongoing learning and reflective practice: Lifelong learning is encouraged in every field. No one is too old or too young. By reflecting on the way you implement your day, week and year, you can see new ways to develop and grow. Your current way of implementing the EYLF may suit you now, but in six months you may wish to alter it completely as you learn new information and or view pedagogy differently.

2. Practice is a reflection of your principles. The things you believe about children, their families and how people learn and develop, are all exhibited through the practice you implement in your daily program.

- Holistic approaches: respect the mind, body and spirit. This doesn’t mean you are implementing a religious program, it does however mean that you consider nature and wonders in the world, how people are all different and how things mean different things to different people, including how religion plays a part in each person’s life differently also. A holistic approach also means that you look at the child from more than one angle or area of development.

- Responsiveness to children: building on strengths, abilities and interests, ensuring children are motivated and engaged. Acknowledging the different strengths of others particularly those related to cultural aspects. Being responsive and taking opportunities when you observe teachable moments.

- Learning through play: seeing play based learning as a priority and using this as your basis for engaging children.

- Intentional teaching: deliberate, purposeful and thoughtful teaching that actively promotes the child’s learning and which you provide with a goal in mind.

- Learning environments: welcoming indoor and outdoor spaces that cater for and enrich the lives of those who interact with them.

- Cultural competence: relates to your own ability to see, know and implement a program that reflects difference. In understanding this yourself, you are able to help others, including parents and children, also develop cultural competence.
Continuity of learning and transitions: relates to your ability to help children feel secure and safe, knowing that your transitions will mimic their expectations as closely as possible and that their environments will hold a degree of consistency.

Assessment for learning: The information you gather and record which is used to plan, communicate, identify, reflect and evaluate. The methods chosen should be ones that gather rich and meaningful information that informs you in a way that links to the principles and practices of the EYLF. A variety of forms work best.

3. Outcomes: have been designed to capture the learning and development that you would experience when working with children aged from birth to five. Each child will progress at their own pace and will interact with each outcome during their learning and development.

- **Outcome 1: Children have a strong sense of identity.**
  Achieve this by supporting children to:
  - feel safe, secure and supported
  - develop their emerging autonomy, inter-dependence, resilience and sense of agency
  - develop knowledgeable and confident self identities
  - learn to interact in relation to others with care, empathy and respect.

- **Outcome 2: Children are connected with and contribute to their world.**
  Achieve this by supporting children to:
  - develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
  - respond to diversity with respect
  - become aware of fairness
  - become socially responsible and show respect for the environment.

- **Outcome 3: Children have a strong sense of wellbeing.**
  Achieve this by supporting children to:
  - become strong in their social and emotional wellbeing
  - take increased responsibility for their own health and physical wellbeing.

- **Outcome 4: Children are confident and involved learners.**
  Achieve this by supporting children to:
  - develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
  - develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
  - transfer and adapt what they have learned from one context to another
  - resource their own learning through connecting with people, place, technologies and natural and processed materials.

- **Outcome 5: Children are effective communicators.**
  Achieve this by supporting children to:
  - interact verbally and non-verbally with others for a range of purposes
  - engage with a range of texts and gain meaning from these texts
- express ideas and make meaning from a range of media
- begin to understand how symbols and pattern systems work
- use information and communication technologies to access information, investigate ideas and represent their thinking.

Assessment

For you to be assessed as competent in this unit, you need to demonstrate your skills and knowledge in a number of ways over a period of time. To do this your trainer might:

- Observe you undertaking your normal duties in the workplace
- Ask you to complete specific practical tasks while they watch
- Mark written assessments (in this workbook)
- Discuss or mark activities (in this workbook)
- Ask you questions
- Ask others questions about your workplace duties.

Your employability skills will be assessed alongside your other assessments. You will notice that each assessment tells you what employability skills are linked.

Completing this workbook

There are some simple steps that you should take to make sure you complete this workbook appropriately and give yourself the best possible chance of becoming a high quality Diploma level worker.

Be sure to read all the workbook material provided. This includes the introduction as in some workbooks it contains essential knowledge that you will need to complete assessments and workplace demonstrations.

You will notice some recurring symbols and activities for completion:

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>🖊️</td>
<td><strong>Reflection activities</strong> are designed to help you think about what you have learnt and put it into practice. Your Trainer Assessor may ask you about these to clarify your understanding. At times your Trainer Assessor may request that you show the results of your reflection.</td>
</tr>
<tr>
<td>📚</td>
<td><strong>Tips</strong> provide further information that will help you implement the information you are reading.</td>
</tr>
<tr>
<td>📖</td>
<td><strong>Reading and research</strong> activities provide you with more information on the topic you are studying. Your Trainer Assessor may ask you about these to clarify your understanding. At times your Trainer Assessor may request that you show the results of your reflection.</td>
</tr>
<tr>
<td>🌟</td>
<td><strong>Examples</strong> give you a scenario or situation that explains the information you are learning about.</td>
</tr>
</tbody>
</table>
Once you have read the workbook and completed the activities, you should complete the assessments. Assessments can be found at the end of each element. Assessments meet the performance criteria (PC) as shown in the table earlier. They also meet employability skills as shown in the assessment itself.

**Resources**

The following resources have either been used to help develop this workbook or are useful in ways to gain skills and knowledge.

**Publications**


**Websites**


Online Professional Development

The Inclusion and Professional Support Program ensures that all Australian Government approved child care services, regardless of their geographic location, have access to quality professional support that is appropriate to their needs.

Our innovative online workshops are a great addition for those working or studying in children’s services, or for anyone wishing to increase their knowledge of children. With the introduction of a number of exciting and new live sessions added to our growing range, we are sure you will find them invaluable.

You can enrol online: http://www.owfc.com.au/Training.asp

Some workshops that are relevant to this unit of competence are:

- Attachment
- Evolving social and emotional development
- Extending on effective interactions
- Forming friendships – peer and play
Introduction
Foster social development in early childhood

The more children interact together the wider their experience of different lifestyles and attitudes. When children are provided with opportunities to share the information they have about life – their family, the important things to them, their beliefs and celebrations - and then in turn they are given the opportunity to find out about others, they are provided with skills that encourage acceptance of diversity and in turn an interest in difference rather than a fear of the unknown.

Some children may be drawn toward those who are different to themselves and other children will prefer those with similarities they recognise. These groupings may change as children move from one activity to another and one setting to another. Nonetheless, communication and interaction skills developed, including conflict resolution and cooperation skills, can be transferred to new relationships and/or built on as needed.

Social development in early childhood is clearly defined by a range of approaches and theories that guide us not only to identify the milestones that children will be expected to achieve, but also give us an understanding of why children approach social interaction in the way that they do. As children develop confidence, relationships, responsibility, control of their feelings and an ability to work with others, the understanding you show will enable you to provide an environment that meets these growing needs and encourages, supports and challenges skills.

You will notice throughout this workbook that many of the Principles, Practices and Outcomes of the Early Years Learning Framework (EYLF) are linked to social development.

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 the development of a child in all areas or domains. When you think about the care a parent provides and then the care that you provide to a child, you can see how each child is having a different experience and, therefore, how these children may all develop differently because of these facts.

The connecting or influencing forces that may impact on 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.

As you work through the elements of this workbook, you may notice many points that relate to the care environment you provide. The ecological approach links to these points consistently, making this theory useful by encouraging you to consider the broader situation of each child, their family and the other influences in their lives.
The ecological structures are:

<table>
<thead>
<tr>
<th>Ecological structure</th>
<th>What this includes</th>
<th>Some examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsystem</td>
<td>Relationships that include face to face interaction between the child and others</td>
<td>Home, Child care, Playgroup, Relatives, Friends</td>
</tr>
<tr>
<td>Mesosystem</td>
<td>Relationships between two or more settings that the child is involved in</td>
<td>Child care and parents, Kindergarten and child care, Relatives and parents</td>
</tr>
<tr>
<td>Exosystem</td>
<td>The child does not directly participate in these relationships or settings but they have a direct influence on the child</td>
<td>Parent’s workplace and associated conditions, Community support services, Support organisations, Government</td>
</tr>
<tr>
<td>Macrosystem</td>
<td>These systems influence the culture and beliefs of the family</td>
<td>Religion, Laws, Customs, Barriers</td>
</tr>
<tr>
<td>Chronosystem</td>
<td>The time frame in which the child’s life is set</td>
<td></td>
</tr>
</tbody>
</table>

You may have seen the structures in a circle like this.
**Sociocultural theory**

Lev Vygotsky (1896-1934) believed that social interaction not only increases levels of knowledge but that it actually changes children’s thoughts and behaviour. He believed also that when children are exposed to a variety of social and cultural experiences that their world becomes richer and their perceptions of the world become more open and positive.

The sociocultural theory sees that there are three ways that learning is passed to individual children:

1. imitative learning where the child copies another person
2. instructed learning where the child is directed and then they put the information into use
3. collaborative learning where the child works with their peer group cooperating and learning about each other to achieve goals.

You may remember Vygotsky’s Zone of Proximal Development, which also demonstrates how children learn socially and in other areas of development.

1. Child cannot do alone
2. Child does with guidance
3. Child does alone

The previous diagram illustrates three steps:

1. The child cannot do something
2. The child does this with guidance
3. The child does this alone.

When a child is beginning to take an interest in learning a skill they seek guidance, or you identify their need and provide guidance. Vygotsky called this guidance ‘scaffolding’ and does not limit it to just what you as an educator provide, but sees that there are many different ways that a child receives guidance or scaffolding.

This theory shows that if scaffolding is provided and the child is ready, then soon after, they can develop and master the skill themselves.

Notice how Vygotsky’s ideas about scaffolding, link with Bronfenbrenner’s ideas about community? You should also be able to see how your interactions with children and the interactions of others, particularly how they are listened to, acknowledged and valued, impact on their learning.

Another aspect of the sociocultural theory involves reciprocal teaching. Reciprocal teaching provides a learning environment where open and frequent interaction occurs between the child and educator. The educator in this model will alternate leadership of the conversation with the child until the child becomes confident in this role and assumes a leadership and instructional role themselves.
All of these ideas demonstrate you should:

- challenge children and provide ideas and activities that take their learning to the next stage
- guide children to look for answers by imitating what they see in others, listening to instruction and working as part of a group
- providing opportunities for them to expand their current base of knowledge.

**TIP**

The sociocultural theory shows a link between social, language and cognitive development and how culture provides learning. Check this web site for more details.

Funderstanding. 2008, Vygotsky and Social cognition.
http://www.funderstanding.com/content/vygotsky-and-social-cognition

**Social learning theory**

Albert Bandura’s (1925–present) social learning theory is also known as the social cognitive theory as it links a person’s environment, behaviour and psychological processes.

Bandura believes that a child’s (and adults) behaviour is affected by the environment, essentially modelling, and that this modelling does not cause learning but rather motivates us to demonstrate what we have learned. He believes there are certain stages required if modelling is to influence behaviour, these stages include:

<table>
<thead>
<tr>
<th>Modelling stage</th>
<th>What this means</th>
<th>Positive modelling</th>
<th>Negative modelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attention</td>
<td>We need to pay attention to gain learning from modelling. It also helps if the modelling takes into account aesthetics – being attractive and enjoyable.</td>
<td>If positive actions and interactions are modelled in ways that are encouraging and enthusiastic then children will want to reproduce these, as they will see the benefit.</td>
<td>If negative actions and interactions are modelled and these are shown to ‘work’ in achieving a goal or to have an influence, then these negatives may be modelled.</td>
</tr>
<tr>
<td>2. Retention</td>
<td>To gain learning from any modelling you need to pay attention to what you need to retain the information gained. This is where the cognitive processes of imagery and memory are important.</td>
<td>Consistent and repeated modelling of positive actions and interactions allow children to take on positive actions as the modelling practices are continually demonstrated and so remembered.</td>
<td>The lack of positive modelling or consistent and repeated negative modelling is remembered more clearly due to its continued demonstration.</td>
</tr>
<tr>
<td>Modelling stage</td>
<td>What this means</td>
<td>Positive modelling</td>
<td>Negative modelling</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------</td>
<td>--------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>3. Reproduction</td>
<td>To reproduce what has been modelled we need to have the skill to do this, interestingly skill can increase through imagination as well as practice.</td>
<td>Positive actions require skill that needs to be supported and children need encouragement and guidance to reproduce skills such as problem solving, negotiation and conflict resolution. They may also need support to play in positive ways.</td>
<td>Negative actions are sometimes easier to reproduce, as they often require minimal skill. As an example, it is easier to hit another child and grab a toy than to problem solve and negotiate unless you have developed those skills.</td>
</tr>
<tr>
<td>4. Motivation</td>
<td>The motivation that gets us to reproduce modelled actions involves encouragement or reinforcement.</td>
<td>We can be motivated to reproduce positive actions that are modelled if we link them to positive reinforcements such as: promised or expected rewards, imagined rewards, memory of the model being rewarded. In this case a reward does not necessarily mean that a ‘prize’ is received, it really means that something is gained from the action such as a positive outcome or an enjoyable experience.</td>
<td>We can be motivated to reproduce negative actions that are modelled if we link them to positive reinforcements just as positive actions. When negative modelling receives positive reinforcement difficult behaviour can develop and this is why we must consider what children gain from negative behaviour when developing behaviour plans.</td>
</tr>
</tbody>
</table>

Both positive and negative modelling can be discouraged by the types of reinforcement that are linked. Past punishment, promised punishment or vicarious punishment (punishment we see others receive) influence this. Punishment might come in the form of a negative response, a negative outcome or negative feeling. It may also come in the form of a physical or emotional outcome.

Bandura believes that punishment is not an effective reinforcement tool as it can often turn into an attention gaining activity, which then may be used as positive reinforcement. He suggests that the following strategies are useful for developing self-control and so positive behaviour:
• Self control therapy: where you assist the child to understand what behaviour is inappropriate and what behaviour is desired. You then assist and support the child to manage this behaviour using reflection and also by addressing issues as they arise through identifying triggers and changing the environment as possible. Self-control therapy relates clearly to the behaviour guidance planning you have or will do in the Diploma workbooks.

• Modelling therapy: this strategy relies on you demonstrating to the child how a situation might be dealt with in a way that is positive. You might do this by explaining, giving examples, pretend playing or modelling in your own situation.


Attachment theory

John Bowlby (1907-1990) developed the attachment theory and later Mary Ainsworth (1913-1999) continued studies based on his findings.

Bowlby believed that children and infants are able to form attachments with a number of people. There is usually a primary caregiver with whom the attachment is strongest, then any number of other attachments may follow. The primary caregiver is the person who most provides for the child’s physical and emotional needs consistently and responsibly. This person is most likely to be a parent or guardian.

Other attachments are important to the child’s social and emotional development and it would be expected that as each child commences care, your goal would be to develop an attachment relationship. Children who are securely attached will experience less distress than other children.

In the study you have done in other workbooks you would have considered how children show attachment relationships by demonstrating:

• Social referencing: watching emotional responses and responding in a similar way to a caregiver they are attached to. For example, if a spider or bug was crawling on the wall, the child may copy the response of the caregiver. If the caregiver screams, the child screams, if the caregiver says “Hey look how many legs it has! How interesting!” the child will show interest.

• Anchoring: moving off to explore but not moving too far from the caregiver they are attached to. The child will ensure this caregiver is within close proximity – just in case – and will be confused and concerned if the caregiver moves away unexpectedly.

• Refuelling: periodically returning to the caregiver they are attached to with a toy or activity, or just to make sure they are still in place. The child will also return to the caregiver when frightened, hurt or upset.
These attachment behaviours allow you to observe how well you have developed relationships with the children you care for and they also give you guidance as to what is required of you by a child who is attached to you. These relationships help you see why it is important for you to respond to the emotional needs of the child.

These concepts have evolved from Bowlby’s initial theory where he identifies the following behaviours to demonstrate a child is positively attached.

- **proximity maintenance** - a desire to be near the person the child is attached to
- **safe haven** - returning to the attachment figure for comfort and safety in the face of a fear or threat
- **secure base** - the attachment figure acts as a base of security from which the child can explore the surrounding environment
- **separation distress** - anxiety that occurs in the absence of the attachment figure.

Bowlby also identified a range of attachment states as shown in the following table.

<table>
<thead>
<tr>
<th>Secure attachment characteristics as a child</th>
<th>Ambivalent attachment characteristics as a child</th>
<th>Avoidant attachment characteristics as a child</th>
<th>Disorganised attachment characteristics at age one</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Able to separate from the attachment figure.</td>
<td>• Wary of strangers.</td>
<td>• May avoid the person they are most attached to.</td>
<td>• Shows a mixture of avoidant and resistant behaviours.</td>
</tr>
<tr>
<td>• Seeks comfort from the attachment figure if hurt or frightened.</td>
<td>• Becomes greatly distressed when the attachment figure leaves.</td>
<td>• Does not seek much comfort from the person they are most attached to.</td>
<td>• May show to be dazed, confused or apprehensive.</td>
</tr>
<tr>
<td>• A positive response is seen when the attachment figure returns.</td>
<td>• Does not appear to be comforted when the attachment figure returns.</td>
<td>• Shows little or no preference between the person they are most attached to and a stranger.</td>
<td></td>
</tr>
<tr>
<td>• Prefers the attachment figure to a stranger.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Secure attachment characteristics as an adult

- Have trusting lasting relationships.
- Have a high self-esteem.
- Able to share feelings with others.
- Seeks out social support.

Ambivalent attachment characteristics as an adult

- Reluctant to develop close relationships.
- Worries that their partner does not love them.
- Becomes overly distressed when a relationship ends.

Avoidant attachment characteristics as an adult

- May have intimacy problems.
- Does not share emotions in social or romantic relationships.
- Unable or unwilling to share feelings with others.

Disorganised attachment characteristics at age six

- May take on a parenting role.
- Some children take on the role of parent to their parent, carer or educator.

You can develop strong attachments with children by using the following strategies:

- Hold small babies as frequently as possible in a relaxed comfortable way.
- Respond quickly to infant’s cries and cues. A baby that learns from an early age that their needs will be met will learn to feel secure quickly.
- Give babies opportunities to explore the environment independently whilst you are nearby, this will encourage them to feel secure when they are away from you.
- Help children to understand the pattern of the day. Tell them what is happening next.
- Use routine opportunities such as dressing as time for one on one interactions.
- Make the child feel important throughout the entire day.
- Talk with children if you are unable to hold or be near them. 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.

TIP

The attachment theory shows a link between social and psychological development. Check the following web site for more information.


Play stages

Children develop many social skills through their play experiences where they have opportunities to interact in a variety of situations and where they learn to cooperate with others, choose activities, make decisions and experience failure and success.

Pretend play assists children to explore the world of feelings and relationships. By playing out situations they have seen, children learn about and come to terms with their world, particularly if they are confused by their experiences or do not understand them.
As you observe children at play you should get a sense of how play impacts on a child’s self-esteem, independence and sense of achievement. You should also see how play enables children to better understand themselves, their fears, joys and frustrations and how they express themselves, relate to their communities and learn about how others express themselves in different ways.

In play you can see children:
- learning and practising social skills
- taking turns
- sharing
- negotiating
- cooperating
- thinking
- setting rules and guidelines.

A two-year-old child won’t have gained the social skills to play effectively with others, so they are using a different type of social play than a four-year-old child who happily plays in a group. People who study children’s play have noted these differences and have classified them into play types.

Theorist Mildred Parten’s defined types of play reflect the social dimensions of play and include:

- Solitary play
- Parallel play
- Associative play
- Cooperative play
- Play with rules
- Unoccupied play
- Onlooker play.

**Solitary play**

Solitary play includes situations where children are playing individually and do not have any social contact with others. Solitary play is mostly seen in children under two, but older children may also be seen engaging in solitary play, as they enjoy time alone to pursue their individual interests.

An environment set up for solitary play should have activities that are for one child only, such as a pop-up toy, a sensory mat or a puzzle. Space should also be provided that is suitable for one child to work at, such as a small table with one chair, a cushion with an activity or an easel.
Parallel play

Children between two and three years of age begin to enjoy being near others and participating in the same activity. Although they are still very self-centred and are usually unable to share or talk together effectively, they may imitate and play in the same manner as a child nearby. An example of parallel play would be when two two-year-olds are at the dough table and are both squeezing and poking the dough but not interacting together.

Older children may also choose to play side-by-side in parallel play, even though they have the skills to play together.

To set up for parallel play you should provide activities where small groups of children can work in the same or similar play activities independently, such as:

- puzzles
- collage (cutting and pasting)
- car mat
- blocks
- painting
- drawing
- book corner
- hammering
- sand pit.

Associative play

Associative play usually occurs when children are between 3 and 5 years of age and it is called associative play because children are beginning to associate with each other.

As a child's language skills increase and improve, they also become more aware of other children and more able to communicate. A child may play with others at activities, speak briefly to them, laugh together and react to them. Although these children are playing together, you will find their interactions are brief and the play episode may not last very long. For example, children may borrow and lend toys and laugh together without actually cooperating or playing with common ideas in mind.

Early superhero play is often observed at an associative play level as groups of children ‘fly’ around and deal with emergencies. However, the play isn’t organised and the children don’t talk together about plots or particular character themes.

To encourage associative play you may provide props for imaginative play or activities that require children to share materials with others; for example, car mats, block corners and dress-up areas all give children the opportunity to associate with each other.

Cooperative play

At the age of 3 to 5 years, children become less focused on themselves and their interest in other children increases. Because their language is becoming more complex, their interactions with other children usually last longer as they begin to share ideas and solve problems together. They enjoy taking the roles of leader or follower, and they give roles to each other in their play: ‘You be the dad, I’ll be the mum! Joey can be the baby!’ Plots will be discussed and played out; for example, ‘Now you go to the table and I will come in and serve dinner!’ Because children are working together and the play is lasting longer, this is called cooperative play.
By providing for role-play, imaginative or dramatic play you can encourage cooperative play. You may include dress-ups, cubbies, home furniture or other props that children can use. Carpet mats, block corners and dress-up areas all provide children the opportunity to develop ideas for imaginative play.

**Play with rules**

Older preschool and early primary school-aged children become interested in more structured games – those with clearly defined rules. Children often choose to play these games during their leisure time at preschool, school or outside school hours care, with any number of friends.

Games with rules include:
- board games and table top games
- games played in lines or circles
- games with balls, bats or marbles
- skipping rope games
- hopscotch
- cricket
- football.

You can help support play with rules by ensuring all materials and equipment are in good order and readily available to children. Most play with rules requires space and of course an understanding of the rules of play.

**TIP**

Avoid competitive games where possible as they reduce children’s opportunities to practice skills. In competitive games the children with the greatest skill get lots of practice where the children with poor or lesser skills ‘go out’ or are eliminated early. This not only reduces practice time and provides little chance for developing skills, but it can also be damaging to self esteem and even see children becoming bored, upset or angry.

By changing games from competitive to non-competitive you ensure all children participate in some activity most of the time and that there is not a winning team or winning child but a group of children all developing skills.

**Unoccupied play**

Children of all ages can become involved in unoccupied play, which involves a child not playing as such, but being occupied watching anything that happens to be of momentary interest. When there is nothing exciting taking place, the child may play with their own body, get on and off chairs, stand around, follow an educator or sit in one spot glancing around the room. Unoccupied play may not seem important, but you must respect a child’s decision not to participate and also see the value in a child’s observation of an environment and the people in it.
Onlooker play

Children of all ages can also become involved in onlooker play. A child who spends time watching other children at play is using onlooker play. The child may talk to the children they are observing by asking questions or giving suggestions, but the child does not enter into the play.

This type of play differs from unoccupied play in that the onlooker is definitely observing particular groups of children rather than anything that happens to be of interest at the time. The child stands or sits within speaking distance of the group so that they can see and hear everything that takes place. Just as unoccupied play, onlooker play may not seem important, but you must respect a child’s decision not to participate and also see the value in a child’s observation of an environment and the people in it.

Reggio Emilia approach

Reggio Emilia is an approach to education that believes in creating conditions for learning that allow the child’s own powers of thinking to be used through expressive, communicative and cognitive ways. The Reggio Emilia approach is based on the following principles:

- An emergent curriculum: the program of activities builds upon the interests of the children and topics for discovery evolve from the community, families and the children’s ideas.
- A project approach: topics evolving from the emergent curriculum may be explored over days, weeks or even months depending on the interests of the children.
- Representational development: graphic arts are seen as important tools children use to understand their experiences.
- Collaboration: children are encouraged to dialogue, critique, compare, negotiate, hypothesize, and problem solve through group work.
- Teachers function as researchers and learn alongside the children, lending expertise and providing careful listening, observation and documentation of children’s work. The teacher also provokes, co-constructs and stimulates children’s thinking about the community in their classroom.
- Documentation: portfolios are used to record the learning of children as well as their feelings and thoughts as they complete activities.
- Environments where aesthetics are extremely important and spaces are carefully organised to demonstrate the learning of children and to provide further learning.

In addition there are clear themes that guide the interactions between adults and children:

- Respect each child:
  - every child is worthy of being listened to
  - listen, observe, interact, and learn from the child
  - design child centred environments
  - when inappropriate behaviour occurs the child is the best person to ask why the behaviour is occurring, what they are trying to communicate and how they can be helped
  - as an adult your role is to help the child communicate feelings and guide the child toward a positive resolution of any problems.
- See communication as critical by using a variety of methods:
  - photographs of children working
  - samples of children’s products
- text describing some aspect of what the children are doing
- communication boards on walls
- daily journals
- diagrams
- text telling what children were doing and thinking throughout the day.

- Children and adults are not hurried:
  - this provides time to become engaged in activity and learn from experiences.

In relation to the interactions and social relationships that educators have with children, the benefits of a Reggio Emilia approach include:

- the development of closer relationships with children
- a respect for children's interest
- opportunities to support children's ideas
- taking cues from the children
- looking at learning in new ways and getting children involved with self knowledge
- flexibility
- listening to the children and paying more attention to what they are saying
- looking at the whole child, in the way they learn and think and at the whole picture of learning for the child and from the child's perspective
- displaying more respect for the individual child's thoughts, creativity, and way of learning
- listening, observing, analysing and respecting.

**Moral theory**

Lawrence Kohlberg (1927-1987) based his theory of moral development on another theory relating to cognitive development (Piaget). Kohlberg identified seven stages of moral thinking that cover all life stages. The three stages that are shown in the following table relate to children of the age you may care for. These stages are sequential and are worked through without skipping any stages.
<table>
<thead>
<tr>
<th>Level One: Preconventional Morality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 0: Egocentric judgement</strong></td>
</tr>
<tr>
<td>• The child makes a judgement of right or wrong based on what they want or what is helpful to them.</td>
</tr>
<tr>
<td>• There is no concept of rules or obligations.</td>
</tr>
<tr>
<td>• The child has no concept of needing to obey or conform.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

This moral theory supports the following strategies for assisting children to develop moral understanding:

- hold discussion groups and have children work out different problems
- encourage children to be assertive
- foster choice
- include children in the development of limits and guidelines
- hold children accountable for their actions
- explain situations that occur that demonstrate right or wrong including why this is so
- provide warm, secure relationships as these types of relationships enable the child to distinguish the difference between good and bad feelings and actions
- step in when you see a moral issue about to occur and help children to understand the issues
- model good character
- be clear about your values
- show respect for others
- demonstrate and encourage manners (this is also called pro-social behaviour)
- interact as much as possible
- involve children in community activities
- discuss celebrations, holidays and cultural events and show respect for what they mean to others
• take advantage of ‘windows of opportunity’ or ‘teachable moments’ to guide children morally
• provide children with responsibilities appropriate to their age and stage
• provide a wide range of positive activities.

TIP
This moral theory shows a link between social and cognitive development. Check the following web site for more information.

READING AND RESEARCH
http://tigger.uic.edu/~lnucci/MoralEd/overview.html
An in-depth overview of moral theories and explanations of morality.

Friendship theory
The concept of friendship has become a little controversial in recent times as social relationships have changed and each individual identifies acquaintances, general friendship and close friends differently.

Despite this, Robert Selman’s ideas on friendship stages are still useful as his guidelines help us to see the importance of these relationships to children at various stages and to also identify ways to support the development of peer relationships. It is noted that despite the stages of friendship, even toddlers interact differently with friends than with non-friends.

For a young child a friend is someone who they:
• spend more time with
• attempt reconciliation more often with
• quarrel more with
• are more forgiving of.

Friendship is a valuable development tool as through friendship relationships children learn about:
• compromise
• sharing
• decision making
• problem solving
• how their emotions effect others
• leadership
• winning and losing
• social and pro-social behaviours
The following guide to friendship stages is based on the age and stage of children you care for, although Selman’s theory extends into young adulthood.

<table>
<thead>
<tr>
<th>Pre-friendship (infants and young toddlers)</th>
<th>Stage 1 (older toddlers and preschoolers)</th>
<th>Stage 2 (older preschoolers and school age)</th>
</tr>
</thead>
<tbody>
<tr>
<td>relationships with adults are most important at this stage as needs must be met</td>
<td>relationships begin to turn to peers</td>
<td>realises different perspectives occur but has trouble understanding two or more perspectives at once</td>
</tr>
<tr>
<td>the child has momentary physical playmates</td>
<td>not able to understand that others have different perspectives</td>
<td>a friend is someone who does something that pleases or is helpful</td>
</tr>
<tr>
<td>not able to articulate their ideas about friendship</td>
<td>a friend is someone who is in the same space at the same time and sharing the same activity</td>
<td>a close friend is someone the child knows better than others</td>
</tr>
<tr>
<td></td>
<td>friendships are often temporary or related to needs</td>
<td>cooperation and some reciprocal action is evident</td>
</tr>
<tr>
<td></td>
<td>enduring friendship is not understood</td>
<td></td>
</tr>
<tr>
<td></td>
<td>one way feelings or friendship actions are acceptable</td>
<td></td>
</tr>
</tbody>
</table>

Friendship involves forming a stable and intimate relationship with a peer. Popularity involves gaining acceptance among peers. Popular children are seen to be friendly, helpful, and considerate. They get to be popular by:

- making attempts at entering groups
- initially going along with play or others ideas
- not asking too many questions
- not trying to change a group’s agenda.

**READING AND RESEARCH**


Provides guidance for assisting children to develop friendships from an early age.
Popularity and friendship, including peer acceptance, both contribute to a child’s well being. They:

- serve as a context in which children develop
- assist in the development of leadership skills, assertiveness and conflict resolution strategies
- provide a safe context for self-exploration
- meet child’s needs for intimacy and social support.

You can assist children to develop positive friendship relationships by:

- respecting each child’s friendship choices
- understanding that some children have large groups of friends while others have a few special friends
- acknowledging that some children make friends easily and quickly, while others make friends slowly
- letting them choose their own friendships
- encouraging children to spend time together
- providing free play time to develop relationships
- supporting them to resolve problems, conflicts and other issues.

Friendship theory shows a link between social and psychological development.

**TIP**

Avoid the phrase ‘we are all friends’. Children will not be able to understand the word ‘friends’ if you use it so generally. Try saying ‘we all need to care for each other’.

Avoid using phrases like ‘be gentle with your friends’ when aggression occurs. By using this phrase you are advising the child that if someone is not your friend then it is OK to be rough. Try saying ‘be gentle with people’ or ‘nobody likes to be hurt’ instead.

**Pro-social behaviour**

Pro-social behaviour relates to the successful and appropriate manner in which we interact, it also relates to the voluntary behaviour that benefits another person by helping, sharing, comforting or rescuing, showing sympathy and kindness, helping, giving, showing positive verbal and physical contact, showing concern, taking the perspective of another person, and cooperating. This behaviour of helping is motivated by altruism. Altruism means that any motivation is based on the benefits another person gains and that the person helping is not looking for personal reward or acknowledgement.

When you assist children to develop pro-social behaviour you will be also helping them to succeed in friendships and gain group acceptance. You can do this by helping children to:

- notice social cues
- interpret social cues
- formulate social goals
- generate possible problem solving strategies
- evaluate probable effectiveness of strategies
- take peer perspectives
- have knowledge of social rules
- remember past experiences and link these to expectations for future experiences.
Element 1
Support children to build and maintain trusting relationships

This element is guided through performance criteria that support you to:
1.1 Listen attentively and show children their views are valued and acknowledged
1.2 Acknowledge and support children's preferences for particular adults and peers
1.3 Help children to understand and accept responsibility for their own actions
1.4 Encourage children to express and manage feelings appropriately
1.5 Support children's various levels of interactions and participation with others during play

The following Early Years Learning Framework (EYLF) Principles, Practices and Outcomes most closely suit this element:

<table>
<thead>
<tr>
<th>PRINCIPLES</th>
<th>PRACTICES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Secure, respectable and reciprocal relationships</strong></td>
<td>Holistic approaches</td>
</tr>
<tr>
<td><strong>Partnerships</strong></td>
<td><strong>Responsiveness to children</strong></td>
</tr>
<tr>
<td><strong>High expectations and equity</strong></td>
<td>Learning through play</td>
</tr>
<tr>
<td><strong>Respect for diversity</strong></td>
<td>Intentional teaching</td>
</tr>
<tr>
<td><strong>Ongoing learning and reflective practice</strong></td>
<td>Learning environments</td>
</tr>
<tr>
<td></td>
<td>Cultural competence</td>
</tr>
</tbody>
</table>

**LEARNING OUTCOMES**

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

See page 10 of this workbook to gain more knowledge about the EYLF.
1.1 Listen attentively and show children their views are valued and acknowledged

At times you will have children express views to you spontaneously, and at other times these will be planned discussions as part of a small or large group experience where you ask for views or have children share their ideas.

When listening to children’s views, active listening and getting down to a child’s level are the most important aspects of clear communication and respectful acknowledgement.

Active listening requires you to acknowledge, encourage, clarify, restate and reflect what you hear to allow the child to identify that their message is being received by you appropriately.

Getting down to a child’s level ensures that you are making eye contact (where culturally appropriate) and also enables you to clearly hear and see any messages a child is relating to you. In addition being at the child’s level makes the child less likely to feel overwhelmed by your standing over them as they relate a message to you.

The approaches (from the introduction) that relate to children expressing their views include:

<table>
<thead>
<tr>
<th>Approach</th>
<th>How it relates to children’s views</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ecological Approach Bronfenbrenner</td>
<td>Each child is receiving a totally different life experience based on the intertwining and influencing people and environments they are exposed to. These variations are an indication of how many different ideas and views you will encounter in relation to each topic of discussion you might have with a child and their family.</td>
</tr>
<tr>
<td>Social Learning Theory Bandura</td>
<td>When children feel their values are listened to they will be more likely to express themselves and provide information. In situations where children express inappropriate views, your ability to use self-control therapy (assisting the child to adopt more appropriate attitudes) will be of use. An example of this may be in a situation where a child has a strong gender or racial bias. When you listen to, acknowledge and value the views of children they learn from your actions and then are able to respect others views.</td>
</tr>
<tr>
<td>Approach</td>
<td>How it relates to children’s views</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Reggio Emilia            | Children are seen as worthy of being listened to so their views are important to the whole feeling of the program and child centred environment.  
It is important to explore different topics of interest or introduce new ones based on views, experiences and research.  
Children are given time to express themselves. This includes time to think about their ideas and views and then to express them in ways they feel most appropriate i.e. through art, craft, discussion, emotional reactions etc.                                                                                                              |
| Moral theory             | Despite the appropriateness of a child’s view, their confidence in expressing them to you gives you the ability to identify areas of strength and need in relation to moral views.  
Expressed moral views are excellent sources for discussion and problem solving that enable children to learn about others and to consider what is right or wrong at their level of understanding.                                                                                                     |
| Pro-social Behaviour     | A child’s individual views and experiences relating to pro-social behaviour can be expressed through discussion of their views. For example, a child who does not use manners at home may not automatically understand that they are required at care.                                                                                                                   |

**Example**

Harrison (4) and Sam (4.5) were talking with Jenna (the educator) about shopping for groceries. Harrison talked about how his mum went to the market, as the food was fresher there, so they would be healthy. Sam talked about how his family went to the supermarket but they took their own shopping bags so that they didn’t have to use plastic ones.

While the children were talking Jenna sat at the children’s level, she reflected what they were saying, added her own experiences of shopping and also asked questions such as, ‘What would your mum do if there were no apples at the market?’
1.2 Acknowledge and support children’s preferences for particular adults and peers

As each child and adult is different, they each will relate differently to each other. It is the individual aspects that draw us to each other or create a barrier that binds people. Personality and temperament matching, or goodness of fit, influence children as they find others that:

- have the same views
- share the same interests
- intrigue them
- lead them
- provide for some areas they feel they need.

**EXAMPLE**

When Alexandria played with Holly in dramatic play they demonstrated cooperative play and became very involved in their theme.

When Alexandria was in a dramatic play situation with Ken the play was parallel and Alexandria did not stay in the play for very long.

The approaches (from the introduction) that relate to children preference for adults and peers are:

<table>
<thead>
<tr>
<th>Approach</th>
<th>How it relates to children’s relationship preferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ecological Approach</td>
<td>The child’s web of life influences will impact on their choice of peer and adult relationships.</td>
</tr>
<tr>
<td>Bronfenbrenner</td>
<td></td>
</tr>
<tr>
<td>Socio-cultural Theory</td>
<td>A child may learn more effectively if they receive scaffolding via a child or adult they relate to or prefer.</td>
</tr>
<tr>
<td>Vygotsky</td>
<td>A child may learn new skills if they receive scaffolding from a child or adult who has alternative ideas to their own yet is a preferred person.</td>
</tr>
<tr>
<td>Approach</td>
<td>How it relates to children’s relationship preferences</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Social Learning Theory</td>
<td>Modelling is an effective strategy for learning. A child will learn from a preferred adult or child more readily than a person they do not relate to. Preferred adults will more readily provide self-control therapy – where appropriate behaviour is modelled.</td>
</tr>
<tr>
<td>Bandura</td>
<td></td>
</tr>
<tr>
<td>Attachment Theory</td>
<td>Children will feel most safe with primary caregivers. A child is able to form secondary relationships. The more securely attached the less likely a child is to become distressed. Attachment states (see table in introduction) identify issues that can be caused if attachments are not developed, respected and responded to.</td>
</tr>
<tr>
<td>Bowlby</td>
<td></td>
</tr>
<tr>
<td>Play stages</td>
<td>Children participate in play as relevant to their peer group and their stage of development. Children will be involved more intensely if their peer(s) have similar interests and play goals.</td>
</tr>
<tr>
<td>Parten</td>
<td></td>
</tr>
<tr>
<td>Friendship theory</td>
<td>Young children will develop peer relationships that can be classed as friendships. These children will be classed as friends due to their common interests or the amount of time they spend together. It is natural that these children will want to spend time together as these relationships can be rewarding and stimulating.</td>
</tr>
<tr>
<td>Selman</td>
<td></td>
</tr>
<tr>
<td>Pro-social behaviour</td>
<td>Children may find similarities and differences in their peers that draw them to each other. When pro-social behaviour is used it may create a feeling of security or it might help a child feel valued or respected.</td>
</tr>
</tbody>
</table>

**REFLECTION**

**ACTIVITY A:**

Choose a child in your care and identify the attachment characteristics they demonstrate. What does this tell you about the child and their social relationships within the service?
1.3 Help children to understand and accept responsibility for their own actions

Mistakes are a common occurrence that adults as well as children experience. Where mistakes are seen as weaknesses, failures, irritating or intolerable, children will develop a fear of trying and also a fear that they will make an error.

In a learning environment mistakes should be seen as developmental norms. In every area, particularly social development, relationship and behaviour mistakes are common as they rely on the child’s ability to understand the needs of others, determine correct and incorrect responses, as well as control their emotions and feelings – all very challenging concepts.

If mistakes are seen as developmentally appropriate methods for learning, children will then hopefully be capable of accepting that when a mistake does occur they will be safe in taking responsibility for their actions and either solving the issue or developing skills to manage better if the situation arises again.

EXAMPLE

Here are some common examples of mistakes:

- failing to use manners
- spilling or dropping items
- reacting inappropriately in an emotional situation i.e. hitting a child when they take a toy away.

Not all situations can be labelled as mistakes. Many times children will repeat behaviours or actions that are inappropriate. By assisting children to understand that their actions affect others and that they can change their behaviours, you will be able to help them take responsibility for these actions as well as their feelings. You can do this by:

- discussing the situation openly
- refraining from blaming or punishing
- discussing the effects on others
- providing alternatives
- modelling and/or demonstrating
- acknowledging efforts
- guiding
- assisting the child during an event.

The approaches (from the introduction) that relate to helping children to understand and accept responsibility for their actions include:
<table>
<thead>
<tr>
<th>Approach</th>
<th>How it relates to helping children accept responsibility for their actions</th>
</tr>
</thead>
</table>
| **Ecological Approach**        | The systems that a child is involved in influence not only their idea of what is appropriate and inappropriate, but also if a mistake is part of learning or an error to be punished.  
The family also provides a guide through their actions as their attitudes toward responsibility are modelled. |
| Bronfenbrenner                 |                                                                                                                                       |
| **Social Learning Theory**     | Modelling provides messages about appropriate and inappropriate actions and reactions. It also demonstrates how mistakes are viewed and how they should be managed.  
Self-control therapy can be used to demonstrate to a child that taking responsibility for actions is safe. Reflection, discussion and modelling will demonstrate this. |
| Bandura                        |                                                                                                                                       |
| **Moral Theory**               | The child’s level of moral thinking will influence their understanding of what is right or wrong and how consequences are related.     |
| Kohlberg                       |                                                                                                                                       |

**REFLECTION**  
**ACTIVITY B:**  
Describe a situation where a child has demonstrated an inappropriate action.  
Explain how you responded in a way that would help the child to take responsibility for their actions.

### 1.4 Encouraging children to express and manage feelings

There are a range of different feelings we all experience every day. Once children are old enough, it is vital that they start to label these feelings so that they can become familiar with the feeling and consider its effect. By allowing children to gain an in depth knowledge of their individual feelings bank, they will better be able to recognise these feelings early and manage them appropriately. Some common feelings that you may support are:

- **excitement:** many children lose control of this positive emotion and can become over excited or extremely reactive.
- **anger:** each child will need to express anger differently and sometimes the appropriate expression is difficult to identify, nonetheless, children need to be aware that anger must be expressed and that it needs to be done in a way that does not hurt others or the environment.
- **frustration:** this is a difficult feeling for children to identify and often it has a very similar response to anger, so children need to identify when they feel anger and why, as well as
when they feel frustration and what causes this, as the origin will most likely assist in redirecting the frustration.

To support the child’s learning about feelings try to:

- acknowledge the feelings by reflecting what you think they are, for example, ‘you seem very frustrated’
- discuss how the child feels, for example, ‘tell me how it feels to be so frustrated’
- link the feeling to the event if appropriate, for example, ‘tell me why you feel this way’
- use the event to put the feeling into context, for example, ‘if the puzzle made you feel this way, maybe this is not the right puzzle for you, why don’t you try a different one?’
- redirect inappropriate actions (hurting others or damaging the environment) to a more appropriate one, for example, ‘it is OK to feel frustrated but not to throw the puzzle, when you feel frustrated maybe you need to take a break or tell me.’

The approaches (from the introduction) that relate to children expressing and managing their feelings are:

<table>
<thead>
<tr>
<th>Approach</th>
<th>How it relates to helping children express and manage their feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ecological Approach Bronfenbrenner</td>
<td>The child will have learnt about ways to express their feelings through demonstration in their different life experiences. Parents, educators, siblings and others will all give clues as to whether it is safe to express feelings, how to express feelings and whether they should be responsible for their own feelings.</td>
</tr>
<tr>
<td>Sociocultural Theory Vygotsky</td>
<td>The child will have learnt through scaffolding and culturally diverse observations how feelings may be expressed and how they should be managed. Further scaffolding can take place to ensure feelings are respected, managed and expressed appropriately. Reciprocal teaching can support this also.</td>
</tr>
<tr>
<td>Social Learning Theory Bandura</td>
<td>Modelling has a profound effect on how children express and manage their feelings. They are constantly observing the actions of adults and peers and then deciding on how this will be interpreted into their own life experience. Children identify with positive and negative modelling and may attempt to use the strategies they see others use, in an attempt to gain a desired result – maybe attention, control of a situation, success or confidence.</td>
</tr>
<tr>
<td>Attachment Theory Bowlby</td>
<td>A securely attached child will be less inclined to experience distress and more likely to gain support from their secure attachment figures when feelings are difficult to manage.</td>
</tr>
<tr>
<td>Approach</td>
<td>How it relates to helping children express and manage their feelings</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Play Stages Parten</td>
<td>Play, particularly imaginative and dramatic, is a way for children to explore different feelings. The child may express feelings in ways they have seen or try different methods for expression. In dramatic play the child may feel safe to explore feelings.</td>
</tr>
<tr>
<td>Reggio Emilia</td>
<td>With a focus on having children get involved with self-knowledge, this approach has an interest in the child finding out about their emotions and then exploring them, not to meet social norms or expectations specifically, but to have the child be more aware of themselves as a person and the ways they can belong in the world.</td>
</tr>
<tr>
<td>Friendship theory Selman</td>
<td>Peer relationships allow children to explore feelings and identify their effects on others. By having a realistic view of friendship at the early childhood stage, you will be respecting the child’s interest in particular peers and supporting them to understand not only their feelings but the feelings of these special peers. In addition you will take the time to help children see that all children have feelings, that they express them in different ways and that friendship is not the only aspect to consider when deciding how to express feelings to others.</td>
</tr>
<tr>
<td>Pro-social behaviour</td>
<td>Pro-social behaviour is about cues that are provided and received from others and by assisting children to express and manage their feelings you will be assisting them to be aware of others and so participate in pro-social activities.</td>
</tr>
</tbody>
</table>

**REFLECTION**

**ACTIVITY C:**

What strategies might you use to deal with a situation where a child becomes quiet and withdrawn when expressing the emotions of fear, anger or frustration? The following site might assist:

1.5 Support children’s various levels of interactions and participation with others during play

The participation of children in all areas of the program is vital if their care and learning is to be child focussed and responsive. Children might participate in:

- planning activities
- sharing interests that can evolve into play activities
- play itself

The interactions you support in order to ensure the child’s relationship with you is secure and trusting are the same interactions that are essential if you are to provide support during play. To develop a secure and trusting relationship that will benefit the play of children you must:

- get to know the individual child
- provide an environment that responds to the interests, strengths, needs and culture of the child and their family
- interact with the child frequently
- respond to the child’s needs promptly
- model appropriate behaviours
- use positive communication
- provide encouragement
- offer choices
- redirect inappropriate behaviour
- apply limits and guidelines.

Another important skill you must develop is the ability to judge when and how to enter a play situation. There are some specific strategies that will be useful:

- If you feel it is necessary to show a child how to use a particular piece of equipment or a tool, then join in the play and model how this is done rather than stopping the play and directing the child.
- When you are invited into play do so in a subtle manner. After some time you may find that you are able to provide subtle suggestions to enhance and extend the play instead of taking over and directing.
- With children who are older, you may want to teach a craft or a game that there has been interest in. Once the skills are established you can leave the play to the children.
- To provide support and extension to their play. When you provide extensions to play, children remain engaged for longer periods and can find a broader range of options for their play as well. You might: add new props, suggest a larger or smaller space or add a new idea about the topic of play.
- Supporting negotiation, problem solving or conflict resolution.

The roles that you take when entering a play situation will be as an:

- observer: watching the play
- provider: supplying materials and resources
* mediator: resolving conflicts and issues
* player: joining in.

The approaches (from the introduction) that relate to supporting children’s interactions and participation during play are:

<table>
<thead>
<tr>
<th>Approach</th>
<th>How it relates to supporting children’s interactions and participation during play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ecological Approach Bronfenbrenner</td>
<td>This approach considers the opportunities a child has to play and the attitudes of the child’s family (and important others) to play in general.</td>
</tr>
<tr>
<td>Sociocultural Theory Vygotsky</td>
<td>When you support the child’s different interactions and participation in play you are scaffolding.</td>
</tr>
<tr>
<td>Social Learning Theory Bandura</td>
<td>Children’s play is supported and extended through modelling.</td>
</tr>
<tr>
<td>Play Stages Parten</td>
<td>Children play in different ways depending on their social play abilities. The interactions and support you provide must be based on your understanding of the child’s abilities and stages of play.</td>
</tr>
<tr>
<td>Reggio Emilia</td>
<td>By providing a child focussed program linked to interests, children will be engaged in play. Time is taken to allow children to participate and explore play.</td>
</tr>
<tr>
<td>Friendship Theory Selman</td>
<td>Children will often choose to play with peers that they consider as friends due to their similar interests and developmental stages.</td>
</tr>
<tr>
<td>Pro-social behaviour</td>
<td>When children are capable of demonstrating pro-social behaviour their play will be more considerate and the children will be more likely to negotiate and problem solve positively.</td>
</tr>
</tbody>
</table>

**EXAMPLE**

You may be asked by a child to play a game about dinosaurs. The child might be the Tyrannosaurus Rex and you are the Brontosaurus.

This play provides you with an opportunity to extend the child’s thinking about dinosaurs. You may ask what the Tyrannosaurus likes to eat, where it will sleep etc. You might find that the child gives plenty of information back to you thus deepening your knowledge of the child as well.

Remember that your role in this play is important too. Don’t turn every play experience into an exploration of a child’s thought processes.
### REFLECTION ACTIVITY D:
Identify which situations are appropriate.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Appropriate – why?</th>
<th>Inappropriate – why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neil approached a small group of children playing dramatic play in the fort. He stood at the door and said ‘What are you all doing?’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jo watched a group of children playing together under the large A-frame. She overheard them saying that the frame was a great house, but it didn’t have a roof. Jo asked the children if they would like a roof and took them to the store room to find a sheet they felt would be suitable.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deb (educator) was sipping pretend coffee at the table while Rebel made pretend pancakes. Henry entered the play area and asked if he could have pancakes too. Rebel said he should take a seat and pour a coffee. Deb finished her cup of pretend coffee and said ‘Rebel thanks for the tea, I will see you later’ and she left Rebel and Henry to play.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reflection activity log:
Indicate which reflection activities you have completed as part of this workbook:

<table>
<thead>
<tr>
<th>ACTIVITY A</th>
<th>ACTIVITY B</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIVITY C</td>
<td>ACTIVITY D</td>
</tr>
</tbody>
</table>

Element 1 Assessments
Support children to build and maintain trusting relationships

There are two assessments for this element.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Employability skills you have used to complete this assessment</th>
<th>Linked Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1: Approaches and influences</td>
<td>Communication, problem solving, initiative and enterprise, planning and organising, learning.</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5</td>
</tr>
<tr>
<td>Assessment 2: (Case study) Supporting others to build relationships</td>
<td>Communication, teamwork, problem solving, planning and organising, self-management, learning, technology.</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5</td>
</tr>
</tbody>
</table>

Assessment 1: Approaches and influences

<table>
<thead>
<tr>
<th>Aspect of trusting relationships with children</th>
<th>Which approach(es) guide you most in this area?</th>
<th>How do/will these approach(es) influence your actions?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening attentively and showing children their views are valued and acknowledged.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acknowledging and supporting children's preference for particular adults and peers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helping children to understand and accept responsibility for their own actions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aspect of trusting relationships with children</td>
<td>Which approach(es) guide you most in this area?</td>
<td>How do/will these approach(es) influence your actions?</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>Encouraging children to express and manage their feelings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting children's various levels of interaction and participation with others during play.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment 2: (Case study) Supporting others to build relationships**

Trudi is a volunteer and has never worked with children before apart from babysitting her niece. As the Diploma level worker you are Trudi’s supervisor and you are responsible for supporting her in her work with the children in your room.

On her first day you notice Trudi does the following things:

- she sits at one table or in the sand pit for most of the play period
- she only talks to children if they talk to her
- when children tell her information she says they need to tell you.

1. How will you advise Trudi to ensure she is listening to children and showing them they are valued?
2. How will you explain to Trudi the importance of interaction with children?
3. Find a simple brochure, article, journal or web site that Trudi could read to gain a better understanding of how to build and maintain trusting relationships with children.
Checklist for Element 1

To demonstrate that you have completed this element of competency, you must be able to demonstrate the following performance criteria:

<table>
<thead>
<tr>
<th>Do you understand the performance criteria:</th>
<th>Can you demonstrate the following things to an assessor in the workplace?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Listen attentively and show children their views are valued and acknowledged.</td>
<td>☐ Listen to children and value their views</td>
</tr>
<tr>
<td>☐ Acknowledge and support children’s preferences for particular adults and peers.</td>
<td>☐ Acknowledge and support children’s preferences for adults and peers</td>
</tr>
<tr>
<td>☐ Help children to understand and accept responsibility for their own actions.</td>
<td>☐ Help children to take responsibility for their own actions</td>
</tr>
<tr>
<td>☐ Encourage children to express and manage feelings appropriately.</td>
<td>☐ Encourage children to manage feelings</td>
</tr>
<tr>
<td>☐ Support children’s various levels of interaction and participation with others during play</td>
<td>☐ Support interaction during play</td>
</tr>
</tbody>
</table>
Element 2
Plan experiences for children to support and cooperate with others

This element is guided through performance criteria that support you to:

2.1 Encourage children to respect each other’s individual needs, abilities and interests
2.2 Encourage children to regard differences positively and to discuss these differences
2.3 Support children who have difficulty interacting with others, to establish and maintain friendships and group membership
2.4 Acknowledge and encourage appropriate, supportive and effective communication between children
2.5 Provide experiences and opportunities that promote children’s moral development and pro-social skills

The following Early Years Learning Framework (EYLF) Principles, Practices and Outcomes most closely suit this element:

<table>
<thead>
<tr>
<th>PRINCIPLES</th>
<th>PRACTICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secure, respectable and reciprocal relationships</td>
<td>Holistic approaches</td>
</tr>
<tr>
<td>Partnerships</td>
<td>Responsiveness to children</td>
</tr>
<tr>
<td>High expectations and equity</td>
<td>Learning through play</td>
</tr>
<tr>
<td>Respect for diversity</td>
<td>Intentional teaching</td>
</tr>
<tr>
<td>Ongoing learning and reflective practice</td>
<td>Learning environments</td>
</tr>
<tr>
<td></td>
<td>Cultural competence</td>
</tr>
<tr>
<td></td>
<td>Continuity of learning and transitions</td>
</tr>
<tr>
<td></td>
<td>Assessment for learning</td>
</tr>
</tbody>
</table>

**LEARNING OUTCOMES**

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

See page 10 of this workbook to gain more knowledge about the EYLF.
2.1 Encourage children to respect each other’s individual needs, abilities and interests

Despite the age range of children you work with, a child’s social needs must be accommodated in the environment and one way to do this is to explore each child’s family life and link your plans to these aspects. This method increases the link between home and care, but also extends the experience of each child as they share their knowledge and skill.

This family life experience is also known as the child’s cultural capital and it represents not only their home lifestyle, but also links heavily with the child’s interests, abilities and needs. Children enjoy learning about others through interacting with their cultural capital and it provides the opportunity for you to introduce many new ideas and to involve children in discussions, play and games related to finding out how they are similar and different to others.

Cultural priorities such as education, play, language, rituals and religious beliefs all affect the way you present your program, how you communicate to others and what priorities you place on various interaction and programming aspects. The same cultural priorities also affect the types of play and interaction that children engage in. Some things that you can do to encourage children to respect each other include:

- highlighting differences in opinion, ideas and goals and encouraging children to explore these: discussing these things as they arise in conversation or play, for example saying ‘isn’t it interesting that you both have different ideas’
- having positive and effective interactions between children: modelling and guiding
- setting up situations where children share skills and knowledge, or support each other to achieve a goal.

**EXAMPLE**

Two children in care are interested in sand play. Felicity has strengths in castle building, Pim has an interest in road making.

In the sand pit both children were creating. The educator commented on Felicity’s castle and included Felicity saying ‘Pim, look at how tall and strong Felicity’s castle is. Maybe you could make one of your flat roads go to the tower and Felicity could make more castles along the road? Maybe Felicity could show you how to make strong castles and you could show her how to make flat roads.’

These comments encouraged the children to notice each other’s strengths and to consider how they could work together using their interests. They also gave the children opportunities to find out more and learn from each other.

**REFLECTION**

**ACTIVITY A:**

Describe a situation where you have helped a child to recognise the needs, abilities and interests of another child. Include the age of the children involved.
2.2 Encouraging children to positively regard and discuss differences

As children start forming relationships with others, they develop attitudes about differences. Set ideas about how particular groups of people can influence children’s feelings about who they are, as well as how they feel about others. Children will accept difference differently depending on their:

- age and maturity
- capabilities
- family, school and peer group attitudes and beliefs
- life experiences
- prior learning experiences.

Children need to see diversity in their daily lives to be able to begin to value and accept it. There are a variety of common differences such as:

- gender
- background
- race, ethnicity and culture
- age
- socio economic factors
- interests and preferences
- appearance
- beliefs and practices
- temperaments
- social context and lifestyle
- communication style
- length of time attending service
- abilities
- experiences that may have impeded early brain development
- peer group acceptance and membership or isolation.

Play environments must allow for and cater to many different people and lifestyles; for example, children’s individual needs should be considered in terms of their:

- cultural differences
- gender differences
- additional needs.

To do this you should ensure that:

- there are no stereotypical or inaccurate materials that project limited ideas of gender roles, this includes showing traditional models also
- resources and their content reflect everyday differences and similarities; for example, physically accurate dolls that reflect different races; traditional and non-traditional celebrations; books and photos that reflect a broad range of people, abilities and lifestyles
interactions between you and the children are appropriate and model positive actions

some things about or from each child is reflected in the environment.

Non stereotypical images could include:

- people of both genders engaging in a range of activities
- children of a range of races
- people of a range of appearances
- people with a range of abilities
- different family compositions
- people from a variety of cultural backgrounds together
- children with a range of additional needs.

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

- Creating a play environment that reflects many different kinds of people and many different ways of living; for example, by adding one or two new or cultural items to a dramatic play area, including music or pictures of people from various cultures, inviting visitors to participate as volunteers or guests or including the aspects of the cultural capital of each child.

- Arranging a play setting that promotes participation of boys and girls, disabled and able-bodied children and children of various cultural backgrounds.

- Challenging any behaviour that alerts you to negative attitudes that may be developing in children; for example, if a child refuses to include another child in play because of their appearance, colour, physical ability etc., you should deal with this situation sensitively and provide support to both children in the form of discussion. Identifying similarities and differences is useful here as is encouraging the child who is being discriminated against to develop their own strategies for response. For example a child who wears a headdress should be aided to develop a response about why they wear the headdress, this will enable them to develop confidence but also assist them to feel capable of gaining acceptance through this confidence.

- Involving parents in any issues that centre upon children's play.

Bear in mind that children:

- need time to observe, think things through and take note
- benefit from hands-on experiences in 'real' situations
- prefer varied levels of autonomy; some children prefer to be completely dependent on the adults around them and others want to be independent
may have experienced different levels of responsibility; some children may never have been expected to take any responsibility and others may have been responsible for a wide range of things that are appropriate or inappropriate for their age

- play and learn best when their family and peers are around
- like to observe and imitate
- are very active and enjoy physical activity
- dislike being singled out
- are sometimes not used to obeying adults
- prefer to experiment and use their initiative in play rather than being directed by others
- play cooperatively rather than competitively
- like to persist and practise over and over to succeed at something
- have varied experiences of sharing – some children have been used to sharing from a very young age, while others may have had limited experience of sharing
- use body language before words
- speak their first language before any new or second language and may speak no English at all – if you work with children from culturally and linguistically diverse (CALD) backgrounds, it is important to develop appropriate methods of supporting play and learning in ways that reflect and respect their background.

You can encourage children to take an interest in each other through discussion and through supporting them to have a positive attitude. Some ways you can do this are:
<table>
<thead>
<tr>
<th>Type of difference</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural differences</td>
<td>• encouraging children to use play that depicts a range of cultures, through either role-playing, modelling or language</td>
</tr>
<tr>
<td></td>
<td>• being aware of children’s cultural capital and if possible incorporating resources that are relevant to the program; for example, Chinese cookware for home corner, cultural dress for dress-ups, dolls with a variety of skin colours, Aboriginal musical instruments for music time</td>
</tr>
<tr>
<td></td>
<td>• including cultural resources as part of the day-to-day environment rather than just being brought out on special days or occasions</td>
</tr>
<tr>
<td></td>
<td>• realistically depicting things that are relevant to children away from the care setting</td>
</tr>
<tr>
<td></td>
<td>• respecting all cultures that you are exposed to every day</td>
</tr>
<tr>
<td></td>
<td>• continually educating yourself about aspects of the children’s lives outside the service (their cultural capital)</td>
</tr>
<tr>
<td></td>
<td>• not getting caught up in stereotyping any child or family; everyone is unique and has their own needs and interests</td>
</tr>
<tr>
<td></td>
<td>• including special occasions that some or all children participate in</td>
</tr>
<tr>
<td></td>
<td>• remembering that culture does not only relate to country of origin or religion, it encompasses all the differences between one family and another</td>
</tr>
<tr>
<td>Gender differences</td>
<td>• never label the children’s activity as best suited to boys or girls</td>
</tr>
<tr>
<td></td>
<td>• be aware that all children play differently from each other</td>
</tr>
<tr>
<td></td>
<td>• encourage all genders to participate in all areas of play in the environment that you set up – encourage boys to dress up, girls to engage in messy play and initiate spontaneous interactions with all children in the group</td>
</tr>
<tr>
<td>Additional needs</td>
<td>• include all children in types of play for all areas of development</td>
</tr>
<tr>
<td></td>
<td>• participate in play to model ways to</td>
</tr>
</tbody>
</table>
### Type of difference

<table>
<thead>
<tr>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>include children and to encourage interactions</td>
</tr>
<tr>
<td>• provide specific equipment or set-up to ensure success</td>
</tr>
<tr>
<td>• ensure that the child’s individual programs are incorporated into the overall play setting to provide an inclusive experience for the child</td>
</tr>
<tr>
<td>• encourage a range of children to participate in activities including those specified by specialist services.</td>
</tr>
</tbody>
</table>

### EXAMPLE

In home corner the educators had placed a sari and a pair of chopsticks. These items were added to the regular items in the areas, things such as: pots and pans, dolls, dress ups, plates, cups and cutlery. An educator remained close by the area most of the morning so that she could listen and observe the children.

One time the educator entered the area, as a child did not know what the chopsticks were. She explained that they were to eat food with and that if you go to an Asian restaurant you might use them. She also explained that Ling used these at home to eat.

### 2.3 Support children who have difficulty interacting with others, to establish and maintain friendships and group membership

Most children choose solitary or quiet play at times and most children enjoy working alone and achieving their goals. There are a group of children however who have difficulties working with others or becoming involved in small or large groups. These children may just need experience, or they may have some type of communication difficulty. In some circumstances a communication difficulty might include a child with an additional need. In any of these cases a child may misinterpret or lack knowledge of many social situations. They may:

• laugh at inappropriate times
• ignore others attempts to interact with them
• become physically aggressive unexpectedly
• watch others in play
• become withdrawn and find hiding places while others play.

When you attempt to support a child who has difficulty forming relationships with others you might consider the Friendship theory as discussed in the Introduction of this workbook. The Friendship theory provides a set of ideas for assisting children to develop positive friendship relationships.
When an additional need is involved, you will require specialist help to ensure that you are approaching the need in a way that is best for the individual child.

A child who has difficulty interacting with others will need time to familiarise with the situation they plan to enter. They may also need to prepare themselves to become part of the activity.

A child who has difficulty forming relationships and play partners can benefit from gaining the skills they learn in these situations. By using your own interactions and the planned experiences you provide you can support the child to learn to:

- compromise
- share
- make decisions
- problem solve
- understand how their emotions effect others
- win and lose
- use social and pro-social behaviours
- accept similarities and difference.

A child with these skills will better be able to manage a social relationship and develop further relationship skills.

EXAMPLE

Hilda noticed that Ben, who usually spent the morning mostly in solitary play, was involved in dramatic play with Gerard. She decided to extend the play period for a little longer before lunch so that Ben could continue to enjoy and develop skills from this experience.

REFLECTION

ACTIVITY B:

Review the Friendship theory in the introduction of this workbook.

Choose one of the ideas for assisting children to develop positive friendship relationships and describe how you might do this with a child. Ensure you include the age of the child you are describing.

READING AND RESEARCH


Considering friendship and friendship skills from the point of view of children with Autistic Spectrum Disorders (ASD).
2.4 Acknowledge and encourage appropriate, supportive and effective communication between children

The social play and leisure time you plan for children influences the interactions (communications) they have with each other and provides messages in the environment about how interactions are acknowledged and encouraged by you.

To ensure your messages are appropriate it is important that you consider the concepts of:

- Time
- Space
- Materials
- People
- Safety

**Time**

The routine or timetable of your service must be unhurried and uninterrupted. When children are rushed through play they don’t have an opportunity to fully experience the activity and may become frustrated. Children also need time to interact together in unplanned activity. The time allowed to do this will assist children to create and maintain friendships.

Children need time to:

- make choices
- become involved
- change direction
- become involved again
- practise and master skills
- form relationships
- express themselves.

**Space**

You can work with children to determine how the space available should be used. When planning, remember that children need the following:

- Opportunities to undertake the type of play appropriate for their age (see Play Stages in the Introduction of this workbook). For older children opportunities for each social play stage should be offered.
- Choices – the space available should assist children to choose to do something that interests them; therefore, there must be sufficient play spaces available for children to have a choice of two or three different activities.
- Challenges – the space you arrange should offer a variety of possibilities and should encourage children to think creatively, solve problems and make decisions together. The space should be flexible to allow children to play in self-created play or to mix two or more play experiences. For example, children may move the animals in the sand trough to the block area and extend their own play and interaction.
Materials
The materials you make available to children play a huge bearing on the quality and type of play and interaction they engage in, and in turn, their social development. 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

People
Cultural priorities, such as education, play, language, rituals and religious beliefs, all affect the way you present your play, how you communicate with others and what priority you place on various play and leisure decisions. These same cultural priorities also affect the types of play that children engage in. Some things that people (educators) can influence include:

- supporting children to become involved in play: asking questions of the child, modelling how to enter play or encouraging the child by supplying words to use or giving action ideas
- highlighting differences in opinion, ideas and goals and encouraging children to explore these: discussing these things as they arise in conversation or play, for example saying ‘isn’t it interesting that you both have different ideas’
- the development and maintenance of relationships: supporting children to commence interactions and relationships with others and then giving ideas and assistance if difficulties are struck
- positive and effective interactions between children: modelling and guiding and setting up situations that are challenging, yet not frustrating.

Safety
Your knowledge of child development and the individual abilities of children allow you to consider the environment and identify how it should operate and be presented to ensure safety aspects are followed. In terms of social development, this means that there should be enough equipment to allow children to participate, particularly if they are young and unable to share. Safety must also be considered in relation to the types of dramatic play that materials will be used for. You must be sure they are sturdy and in good repair, and placed in positions that allow their full use to be maximised.

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

EXAMPLE
At snack time an educator sat with three children. Two of the children and the educator were engaged in a discussion about their pets.

After a short time the educator asked the child who was listening if they had a pet. The child answered yes so the educator asked some simple questions about the pet. This created more discussion and now all four were participating in the conversation.
ACTIVITY C:
Identify an experience that acknowledges and encourages children’s communication. Analyse the experience using the following questions:
- What is the experience?
- What age group is this experience suited to?
- How are the factors of time, space, materials, people and safety considered?
- How do these factors encourage communication or interaction between children in this activity?

2.5 Provide experiences and opportunities that promote children’s moral development and pro-social skills

In the Introduction of this workbook you will find a number of approaches linked to moral development and pro-social skills.

<table>
<thead>
<tr>
<th>Approach</th>
<th>How it relates to moral development and pro-social skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ecological approach Bronfenbrenner</td>
<td>The child’s cultural links and life experiences influence their understanding of morality and how they treat others.</td>
</tr>
<tr>
<td>Sociocultural theory Vygotsky</td>
<td>Social and cultural experiences open the child’s world so they can see alternatives to their norm and learn about others and how they would like to be themselves.</td>
</tr>
<tr>
<td>Social Learning theory Bandura</td>
<td>Modelling influences a child’s understanding of morality and their experience of pro-social skills and expectations.</td>
</tr>
<tr>
<td>Play Stages Parten</td>
<td>The stages of play clearly define the ability of the child to relate to others.</td>
</tr>
<tr>
<td></td>
<td>Associative and cooperative play may challenge moral attitudes i.e. superheroes and villains etc.</td>
</tr>
<tr>
<td></td>
<td>Associative and cooperative play often requires pro-social skills or reflects the modelling of these skills. Cooperative play is also a place where moral attitudes or issues are explored.</td>
</tr>
<tr>
<td>Reggio Emilia</td>
<td>Children have a right to be respected and valued.</td>
</tr>
<tr>
<td></td>
<td>Moral development should be guided.</td>
</tr>
<tr>
<td>Approach</td>
<td>How it relates to moral development and pro-social skills</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Moral theory</td>
<td>There are stages of moral development. Children below school age mostly consider moral issues in terms of good and bad as imposed by adults.</td>
</tr>
<tr>
<td>Kohlberg</td>
<td></td>
</tr>
<tr>
<td>Friendship theory</td>
<td>Pro-social skills and understanding of right and wrong contribute to a child’s ability to develop and maintain relationships with their peers.</td>
</tr>
<tr>
<td>Selman</td>
<td></td>
</tr>
<tr>
<td>Pro-social behaviour</td>
<td>Pro-social skills assist children to succeed in friendships. The cues and actions linked with pro-social skills also relate to a child’s understanding of morals as they determine what is right or wrong behaviour and how others should be treated.</td>
</tr>
</tbody>
</table>

Some ways you can include moral thinking and pro-social behaviours in your program are to include:

- topics by asking questions about issues
- situations to discuss, for example saying ‘well, do you think it would be fair if …?’ and then following up by asking why each child has their point of view
- modelling and guiding
- identifying opportunities for children to use their pro-social skills, for example you might say ‘look Helen needs some help, would you like to help her?’
- opportunities to develop and practice skills and ideas in a range of situations and activities.

### EXAMPLE

During a discussion group an educator asked the children whether they thought it would be right or wrong to take a toy from another child’s bag if you really wanted the toy. The children came up with many ideas around why or why not this would be OK. As a conclusion the group decided that it would only be OK if they asked the child first and the child agreed.

The discussion gave the children an opportunity to see what others thought and to come to a final understanding of what is right and wrong in this particular situation.

### REFLECTION

**ACTIVITY D:**

Find a picture story book that you could use with the children to discuss a moral issue. Include the age of the children you are targeting, the title and author of the book and what the book is about.
Reflection activity log:

Indicate which reflection activities you have completed as part of this workbook:

<table>
<thead>
<tr>
<th>ACTIVITY A</th>
<th>ACTIVITY B</th>
<th>ACTIVITY C</th>
<th>ACTIVITY D</th>
</tr>
</thead>
</table>

Assessment activity 2
Planning experiences for children to support and cooperate with others

There are two assessments for this element.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Employability skills you have used to complete this assessment</th>
<th>Linked Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 3: (Case study) Supporting group membership</td>
<td>Communication, problem solving, initiative and enterprise, planning and organising, self-management, learning</td>
<td>2.1, 2.2, 2.3, 2.4, 2.5</td>
</tr>
<tr>
<td>Assessment 4: Interaction experience</td>
<td>Communication, problem solving, initiative and enterprise, planning and organising, self-management, learning</td>
<td>2.1, 2.2, 2.3, 2.4, 2.5</td>
</tr>
</tbody>
</table>

Assessment 3: (Case study) Supporting group membership

Ula (4 years) has been attending the service for some time. She is a quiet, yet busy child but usually works independently on activities.

Today you notice that Ula is sitting at the table in home corner where two other four year old children are imitating dinner time as they cook and do dishes and talk about their actions. Ula is watching the play but not interacting or participating. You walk over to Ula and ask if she wants to play in the game also. She says yes, she likes to cook.

1. What strategies would you use to help Ula enter this home corner play situation?
2. If the children accepted your strategies and Ula began participating in the play how might you acknowledge and encourage the children’s interaction and when would you do this?
3. You hear the children disagreeing on how to make a cake. You want the children to listen to each other’s ideas. What will you do or say to encourage the children’s interest?
4. You hear one of the children saying that they won’t do the dishes unless they get pocket money. You want to expand the children’s experience of pro-social skills. What will you plan to do this?
5. You hear the children asking Ula about why she has two mums. You want to expand the children’s understanding of family structure and help them respect that each family is different. What materials could you use (i.e. a book or other material) to support a discussion?
6. You hear one of the children saying ‘the rules are that you take your own plate to the sink when you finish eating’. The child is very stern and says ‘if you don’t do it there will be trouble’. You want to expand the child’s understanding of family differences and in particular the rules that families have. How will you do this? Identify some strategies and/or materials.

Assessment 4: Interaction experience

Develop an activity or experience for one of the following and record the activity on a pro forma like the one provided.

1. An activity or experience that encourages children to respect each other.
2. An activity or experience that encourages children to explore the differences of others.
3. An activity or experience that supports the development of group membership.
4. An activity or experience that encourages communication between children.
5. An activity or experience that promotes moral development or pro-social skills.

<table>
<thead>
<tr>
<th>Plan pro forma (you must include each of these points in your plans)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience number: 1 2 3 4 5</td>
</tr>
<tr>
<td>Objective (what do you want to achieve through this experience):</td>
</tr>
<tr>
<td>Name and description of experience:</td>
</tr>
<tr>
<td>Materials required:</td>
</tr>
<tr>
<td>Description of strategies you will use to implement this plan (how will you achieve your objective?):</td>
</tr>
</tbody>
</table>
**Checklist for Element 2**

To demonstrate that you have completed this element of competency, you must be able to tick all the following boxes.

<table>
<thead>
<tr>
<th>Do you understand the performance criteria:</th>
<th>Can you demonstrate the following things to an assessor in the workplace?</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Encourage children to respect each other’s individual needs, abilities and interests.</td>
<td>❑ Help children to view differences positively</td>
</tr>
<tr>
<td>❑ Encourage children to regard differences positively and to discuss these differences.</td>
<td>❑ Assist children to develop relationships and to join groups</td>
</tr>
<tr>
<td>❑ Support children who have difficulty interacting with others, to establish and maintain friendships and group membership.</td>
<td>❑ Encourage children to communicate with each other</td>
</tr>
<tr>
<td>❑ Acknowledge and encourage appropriate, supportive and effective communication between children.</td>
<td>❑ Use opportunities to promote moral development and pro-social skills?</td>
</tr>
<tr>
<td>❑ Provide experiences and opportunities that promote children’s moral development and pro-social skills</td>
<td></td>
</tr>
</tbody>
</table>
Element 3
Provide opportunities for social interaction

This element is guided through performance criteria that support you to:

3.1 Plan and provide opportunities for different forms of social interaction between children with respect for each child’s needs, interests and developmental stage

3.2 Encourage children to interact with a variety of people and to initiate and develop contact with others, as appropriate

3.3 Arrange the environment to encourage interaction and also accommodate a child’s need for privacy, solitude and/or quiet

3.4 Celebrate special occasions in culturally sensitive ways

3.5 Respect children’s choice to watch and observe

3.6 Structure experiences and equipment in ways that promote cooperation and conflict resolution

3.7 Foster and respect children’s own grouping choice

3.8 Talk about and respond to children as group members as well as individuals

3.9 Identify and monitor children’s social skills and development

3.10 Promote and support the use of social skills relevant to the transition to school for children of an appropriate age
The following Early Years Learning Framework (EYLF) Principles, Practices and Outcomes most closely suit this element:

<table>
<thead>
<tr>
<th>PRINCIPLES</th>
<th>PRACTICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secure, respectable and reciprocal relationships</td>
<td>Holistic approaches</td>
</tr>
<tr>
<td>Partnerships</td>
<td>Responsiveness to children</td>
</tr>
<tr>
<td>High expectations and equity</td>
<td>Learning through play</td>
</tr>
<tr>
<td>Respect for diversity</td>
<td>Intentional teaching</td>
</tr>
<tr>
<td>Ongoing learning and reflective practice</td>
<td>Learning environments</td>
</tr>
<tr>
<td></td>
<td>Cultural competence</td>
</tr>
<tr>
<td></td>
<td>Continuity of learning and transitions</td>
</tr>
<tr>
<td></td>
<td>Assessment for learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children have a strong sense of identity</td>
</tr>
<tr>
<td>Children are connected with and contribute to their world</td>
</tr>
<tr>
<td>Children have a strong sense of wellbeing</td>
</tr>
<tr>
<td>Children are confident and involved learners</td>
</tr>
<tr>
<td>Children are effective communicators</td>
</tr>
</tbody>
</table>

See page 10 of this workbook to gain more knowledge about the EYLF.
3.1 Plan and provide opportunities for different forms of social interaction between children with respect for each child’s needs, interests and developmental stage

There are many different ways that adults and children interact. Needs, interests and developmental stages influence these methods. Cultural capital has an immense influence on each child’s abilities as they experience and are affected by the expectations of their family and community as well as their environment and social opportunities. The activities provided in care can reflect these influences and can also contribute new aspects.

You will have learnt about social development milestones in the Certificate III workbook CHCFC301A Support the development of children in the service. Here is a reminder of some of the most common milestones.

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-6 months</td>
<td>• develops social smile around six weeks</td>
</tr>
<tr>
<td></td>
<td>• enjoys social play with caregivers</td>
</tr>
<tr>
<td></td>
<td>• fascination and interest in mirror images of themselves</td>
</tr>
<tr>
<td></td>
<td>• squeals with delight</td>
</tr>
<tr>
<td></td>
<td>• uses various cues for gaining attention to needs</td>
</tr>
<tr>
<td>6-12 months</td>
<td>• imitates people during play</td>
</tr>
<tr>
<td></td>
<td>• becomes increasingly shy with strangers</td>
</tr>
<tr>
<td></td>
<td>• separation anxiety increases</td>
</tr>
<tr>
<td></td>
<td>• may begin to test caregiver and parent responses to behaviour</td>
</tr>
<tr>
<td>12 months-2 years</td>
<td>• demonstrates self-awareness</td>
</tr>
<tr>
<td></td>
<td>• toward the latter part of this stage, separation anxiety may begin to fade</td>
</tr>
<tr>
<td></td>
<td>• defiant behaviour is more apparent</td>
</tr>
<tr>
<td>2-3 years</td>
<td>• separates from parents/caregivers</td>
</tr>
<tr>
<td></td>
<td>• imitates the world around through social play</td>
</tr>
<tr>
<td></td>
<td>• does not have the ability to share toys and equipment</td>
</tr>
<tr>
<td>Preschooler</td>
<td>• can cooperate with other children more regularly</td>
</tr>
<tr>
<td></td>
<td>• negotiates simple solutions to problems and conflicts with peers</td>
</tr>
<tr>
<td></td>
<td>• pretend play increases as children act out what they see</td>
</tr>
<tr>
<td></td>
<td>• more likely to listen and respond to rules</td>
</tr>
</tbody>
</table>

You will have also learnt about recording methods in your Certificate III studies and in particular through the workbook CHCPR303D Develop an understanding of children’s interests and developmental needs. Development and recording work together to provide monitoring of skills and knowledge and so allow you to provide appropriate social activities, experiences and interactions.
It is essential that you record information about children to gain details that are useful for ensuring that they are provided with a variety of opportunities to participate in different types of social interaction. The types of social interaction children might be involved in include: exchanging information, achieving goals, solving problems or conflicts, working together.

When it comes to monitoring social interaction the following are important:

<table>
<thead>
<tr>
<th>Important things to monitor</th>
<th>The recording type you may use</th>
</tr>
</thead>
<tbody>
<tr>
<td>developmental milestones or stages (needs and strengths)</td>
<td>Photographs</td>
</tr>
<tr>
<td>modelling</td>
<td>Learning stories</td>
</tr>
<tr>
<td>attachment or security</td>
<td>Video or DVD recordings</td>
</tr>
<tr>
<td>play stages</td>
<td>Audio tapes</td>
</tr>
<tr>
<td>skills in problem solving, negotiation, collaboration and conflict resolution</td>
<td>Checklists</td>
</tr>
<tr>
<td>moral understanding and use</td>
<td>Socio-grams</td>
</tr>
<tr>
<td>friendships</td>
<td>Diaries, journals, logs and communication</td>
</tr>
<tr>
<td>pro-social behaviour</td>
<td>Event samples</td>
</tr>
<tr>
<td>attitudes to difference</td>
<td>Anecdotal records</td>
</tr>
<tr>
<td>gender attitudes</td>
<td>Incidental records</td>
</tr>
</tbody>
</table>

The details you collect when following this guide will assist you to provide opportunities for social interaction during and including:

- formally organised activities
- a time and space for unplanned interaction
- meetings
- travelling
- talking
- listening and responding
- during care routines
- excursions
- setting up the venue
- socio dramatic play
- play with construction materials
- art activities
In relation to the age and stage of the child you will find that toddlers will benefit from:

<table>
<thead>
<tr>
<th>Toddler appropriate considerations</th>
<th>Examples and strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities for small group play</td>
<td>• home corners</td>
</tr>
<tr>
<td></td>
<td>• simple games</td>
</tr>
<tr>
<td></td>
<td>• open spaces to move</td>
</tr>
<tr>
<td></td>
<td>• others at the same age or stage</td>
</tr>
<tr>
<td>Activities that encourage independence</td>
<td>• simple tasks set up</td>
</tr>
<tr>
<td></td>
<td>• opportunities to participate in self-help skills: dressing, washing hands</td>
</tr>
<tr>
<td></td>
<td>• providing all required materials</td>
</tr>
<tr>
<td></td>
<td>• helping with simple room responsibilities: setting the table, feeding the fish</td>
</tr>
<tr>
<td>Support when needed</td>
<td>• providing the right degree of support depending on the child, their abilities and the task:</td>
</tr>
<tr>
<td></td>
<td>- allowing the child to complete the task independently but ensuring you are available if needed</td>
</tr>
<tr>
<td></td>
<td>- remaining close by where you can observe the child and intervene if needed</td>
</tr>
<tr>
<td></td>
<td>- shadowing the child by staying close to the task yourself and yet not intervening unless needed, this is useful if you are concerned about a safety aspect</td>
</tr>
<tr>
<td></td>
<td>- encouraging by commenting positively as the task progresses</td>
</tr>
<tr>
<td></td>
<td>- providing direction by giving instructions</td>
</tr>
<tr>
<td></td>
<td>- assisting by taking one, some or a number of roles</td>
</tr>
<tr>
<td>Enough equipment for several children to play with similar toys</td>
<td>• common items will be needed if parallel play is to occur successfully, things like prams, dolls and bikes in particular</td>
</tr>
<tr>
<td>Understanding that sharing skills develop at different ages</td>
<td></td>
</tr>
</tbody>
</table>

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In relation to the age and stage of the child you will find that preschoolers will benefit from:

<table>
<thead>
<tr>
<th>Preschool appropriate considerations</th>
<th>Examples and strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities for small group activity</td>
<td>- home corner and other dramatic play</td>
</tr>
<tr>
<td></td>
<td>- games</td>
</tr>
<tr>
<td></td>
<td>- others at the same age or stage</td>
</tr>
<tr>
<td></td>
<td>- interest groups</td>
</tr>
<tr>
<td></td>
<td>- planning groups</td>
</tr>
<tr>
<td></td>
<td>- research groups</td>
</tr>
<tr>
<td></td>
<td>- information sharing and discussion groups</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities for large group activity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- music and movement</td>
</tr>
<tr>
<td></td>
<td>- excursions</td>
</tr>
<tr>
<td></td>
<td>- stories</td>
</tr>
<tr>
<td></td>
<td>- information sharing</td>
</tr>
<tr>
<td></td>
<td>- discussion groups</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provision of culturally appropriate materials for role play</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- a range of props</td>
</tr>
<tr>
<td></td>
<td>- a variety of resources that depict the home life of a variety of children</td>
</tr>
</tbody>
</table>

| Support for children who find it difficult to play in a group | See Element 2, Performance Criteria 2.3 |

**EXAMPLE**  
By observing Leopold and taking records of his needs, interests and developmental stage, Wilma (the educator) found the following about Leopold:  
- he enjoyed interacting with two particular children  
- he played in a cooperative play stage  
- he was able to speak in front of a small group at mat time.  
Wilma was then able to provide activities and experiences that extended Leopold’s interaction skills.
### 3.2 Encourage children to interact with a variety of people and to initiate and develop contact with others, as appropriate

A child’s interactions in social situations should be considered as an important area of competence as this is a lifelong learning skill. The child must become capable of communicating with adults, siblings and children of their age and of different ages, as they will find these relationships essential for their ongoing learning and the meeting of their needs.

Children need encouragement and sometimes assistance to develop skills in initiating and developing contact with others. To ensure children are encouraged to interact with a variety of people in a range of ways, you first need to gain an understanding of who the children already interacts with and how they do so. You can do this by observing them and taking records of their skills. The things you will want to monitor include:

<table>
<thead>
<tr>
<th>Important things to monitor</th>
<th>The recording type you may use</th>
</tr>
</thead>
<tbody>
<tr>
<td>implementation and use of cultural capital</td>
<td>Photographs</td>
</tr>
<tr>
<td>modelling</td>
<td>Learning stories</td>
</tr>
<tr>
<td>attachment or security</td>
<td>Video or DVD recordings</td>
</tr>
<tr>
<td>play stages</td>
<td>Socio-grams</td>
</tr>
<tr>
<td>skills in problem solving, negotiation, collaboration and conflict resolution</td>
<td>Diaries, journals, logs and communication books</td>
</tr>
<tr>
<td>environmental effects: time, space, materials, space, people</td>
<td>Event samples</td>
</tr>
<tr>
<td>moral understanding and use</td>
<td>Anecdotal records</td>
</tr>
<tr>
<td>friendships</td>
<td>Incidental records</td>
</tr>
<tr>
<td>pro-social behaviour</td>
<td></td>
</tr>
<tr>
<td>attitudes to difference</td>
<td></td>
</tr>
<tr>
<td>gender attitudes</td>
<td></td>
</tr>
<tr>
<td>group involvement</td>
<td></td>
</tr>
<tr>
<td>individual time</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

By monitoring these areas you will be able to identify:

- the way each child interacts with others
- how their interactions alter when communicating with different people
- how you can provide for increased interaction
- how you can support the child to interact with those who are important to their learning and wellbeing
- the types of activities and experiences that would benefit the child or help them explore areas of interest
EXAMPLE

Hannah (3 years) was very talkative when in her peer group with her main educator. During the time her regular educator leaves the room for a tea break Hannah does not speak to any adult or child at all.

Once this had been identified the educators could put a strategy into place to help Hannah to feel confident talking to all educators in her room.

REFLECTION

ACTIVITY A:
Choose one child in care and list the people that the child would come into contact with during their day in care (do not include their peers). You can use their names if this makes it clear to you.

- Show how old the child is
- Tick the people that the child would most likely have some interaction with.
- Cross the people that the child would not be expected to interact with.
- For those who have been ticked, highlight the ones that the child would commonly initiate interaction with.

3.3 Arrange the environment to encourage interaction and also accommodate a child’s need for privacy, solitude and/or quiet

Every child needs time to themself. This might be a rest or sleep time for some children, but for others this might occur during the normal pattern of the day. Children who are denied their need for privacy, solitude and/or quiet may become unsettled or upset, they may even display behaviours that are difficult or uncharacteristic.

When you are monitoring children, you will need to become aware of a number of things in relation to their need for solitary or quiet time. You should find out:

- what the expectations are at home
- how the child’s routine at home links with their need to be solitary or quiet
- how the care environment impacts on the child’s normal daily routine i.e. they may become tired from being more stimulated or need time to themself as they are used to being alone
- how the child communicates that they need privacy, solitude and/or quiet i.e. some children make this choice while others need to be given guidance
- whether the child spends time alone due to choice or lack of attachment relationships and/or friendships
- whether the child spends time alone as they are exhibiting a solitary, unoccupied or onlooker play stage
- if the environment is providing the spaces needed by the child
- if the child is able to use the spaces in the environment as it is designed (to provide privacy, solitude and/or quiet)
- how the child’s needs alter depending on the group they are participating with.
### Important things to monitor

- implementation and use of cultural capital
- attachment or security
- play stages
- environmental effects: time, space, materials, people
- friendships
- behaviour and play patterns throughout the day
- behaviour in relation to others individuals and groups

### The recording type you may use

- Photographs
- Learning stories
- Video or DVD recordings
- Diaries, journals, logs and communication books
- Time samples
- Event samples
- Anecdotal records
- Incidental records
- Records of questioning: graffiti sheets, daily evaluation sheets, surveys, questionnaires and forms are all examples.

---

**EXAMPLE**

At home William did not need a rest time, he played all day and remained active until bedtime at night. At care William was involved in many more activities than at home. By the time he had eaten his lunch, William was tired and sometimes he became grumpy.

To encourage William to take a rest the educators provided two rest spaces for William to choose from. There were big cuddly cushions in the book corner and there was a stretcher with a warm doona in the sleep area.

---

**REFLECTION**

**ACTIVITY B:**

Make a list of the comfortable spaces available if a child needed to:

- change their clothes without others looking
- sit and watch out a window on their own
- have quiet time if they felt tired during a play time.

Be sure to explain why these spaces are suitable. Include the age of the children you are considering.
3.4 Celebrate special occasions in culturally sensitive ways

There are many factors that make up culture, some are easy to see whilst others are harder to recognise. Knowledge of these various factors will assist you in developing trusting relationships that are non-discriminative and will also help you to meet the needs of children, families and co-workers.

There are many occasions for celebration and the variety often depends on the cultural mix of families in your care. Celebrations may include:

- birthdays
- name days
- festivals
- celebration of achievements
- religious occasions
- community events
- the beginning and end of a school term or holiday
- cultural or religious events
- graduation from the child care service.

Educators can incorporate various types of celebrations into the service’s routines. For example, if a child has a birthday everyone can sing happy birthday; or children can sing Christmas carols or learn about Hanukkah at these times of the year. This provides children with a variety of social experiences and also acknowledges, and shows that diversity is valued and respected. In addition, you are widening your own view of the world and its people to gain a better understanding of how to approach your role. These actions fit well with the ecological approach of Urie Bronfenbrenner, as discussed in the introduction.

Cultural and religious celebrations

Religious and cultural calendars alter each year. In Australia, there are dates that correspond with celebrations such as Christmas on the 25th of December. However, there are also celebrations that are based on a lunar, or moon calendar, such as Easter, which occurs on the first Sunday after the Paschal full moon. In addition, there are days that acknowledge particular celebrations or events such as Anzac Day, Father’s Day and Education week.

| TIP | There are calendars available online that outline most cultural and religious events. Try the calendar on the Australian Government Department of Immigration and Citizenship website at:  

The following is an example of a cultural and religious events calendar for November 2011. These dates were taken from the calendar on the Australian Government Department of Immigration and Citizenship (see tip above).
<table>
<thead>
<tr>
<th>Example</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>All Saints’ Day (Christian)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>National Day (Panama)</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>National Day (Tonga)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prosperity Feast (Mandaean)</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Eid al Adha (Islamic)</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Birth of Guru Nanak Dev Sahib (Sikh)</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Remembrance Day (Australia)</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>International Day for Tolerance (United Nations)</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>White Ribbon Day – elimination of violence against women</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>First Sunday of Advent (Christian)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Al Hijra/Muharram - New Year (Islamic)</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>National Day (Albania)</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>St Andrew’s Day (Scotland)</td>
</tr>
</tbody>
</table>

**Community events**

Community events may vary in size and relevance to the age group of the children you work with. Socially, community events provide children with opportunities to see how they can make a difference to others and how the community values their contributions.

Community events may be based on state or national activities or be more focused on local community needs and may include occasions for:

- specific groups, such as a seniors day or toddler library session
- whole communities, such as the Melbourne Show
- education, such as a Vietnamese cultural day
- charity, such as a fundraising event to raise money to build a playground in a park.

**TIP**

Your local council or shire website provides information on upcoming community events.

**Family celebrations**

Family celebrations are usually linked to parental religious beliefs and to the family’s priorities and interests. The best way to find out about each families celebrations is to ask them directly. You will find that most families celebrate similar events, such as birthdays, yet they each celebrate them differently.
Emily, Rosanne and Tim were turning one on the weekend. The educators asked each family if they were planning a celebration.

Emily’s family planned to have a party and:
- invite all children in Emily’s room
- invite all their relatives and friends
- have a BBQ in the evening
- hire a jumping castle and a clown
- have a large store made cake with sparklers and sing ‘Happy Birthday’ in Dutch.

Tim’s family planned to:
- invite a friend from play group over to play
- have some finger foods for lunch
- have fairy cakes with candles and sing ‘Happy Birthday’.

Each family was excited about the birthday celebrations and felt that they were providing an age appropriate and culturally suited celebration.

3.5 Respect children’s choice to watch and observe

There are a number of reasons why a child may watch and observe others. They may be:
- learning new information from direction or modelling
- considering new ideas
- participating in onlooker play or unoccupied play (Play Stages – Parten)
- taking time out to refuel, rest or change their play.

It is unrealistic to expect a child to participate in activity constantly, especially if they are in for long periods of the day. Children need time to participate at their own level. However, it is vital that you monitor the child to ensure that they are watching and observing for these reasons, as some children will need support as they:
- feel unable to enter a situation
- lack the skills to participate
- believe they are not welcome in the situation.

Your observations of the child will assist you to identify this, questioning will also assist. You might ask:
- ‘Would you like to play too?’
- ‘Can I help you to ...?’
- ‘Can (the child) play too?’
- ‘What would you like to do?’

The challenge for you as an educator is to identify whether the child is watching and observing for a positive reason or for a reason that links with a lack of skill or ability.
Ashton was sitting at the puzzle table watching the children at the science bench as they talked about the caterpillars and what they were eating.

An educator observed Ashton watching but was aware he had skills to enter a discussion if he wanted to, so instead of asking him if he would like to look at the caterpillars closer, she chose to leave him to listen and watch the other children.

REFLECTION

ACTIVITY C:
Complete the following table.

<table>
<thead>
<tr>
<th>What the child is doing</th>
<th>Would you intervene?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenny is watching from across a table as an educator is helping another child to create a pattern with beads. The child and educator are talking about the pattern and deciding on which colours look good together.</td>
<td>If yes, what should you do and why?</td>
</tr>
<tr>
<td>Emelda is sitting in book corner on a big cushion. Debra and an educator are reading a story on another cushion and it seems as if Emelda might be listening.</td>
<td></td>
</tr>
<tr>
<td>Yvette is leaning on the shelf as she watches children building blocks and playing car games. She is holding a car and occasionally ‘drives’ it on the shelf.</td>
<td></td>
</tr>
</tbody>
</table>
3.6 Structure experiences and equipment in ways that promote cooperation and conflict resolution

Language is an important part of social interaction. Language includes verbal and non-verbal messages including cues and written skills. Children with strong language skills may have strong social relationships, as they are able to communicate their needs, identify what others needs are and interact to achieve goals. This communication is required for successful cooperation and cooperation relies on the child’s ability to problem solve and resolve conflicts.

The level of ability a child has in these areas can affect their success as part of a group or in a friendship. Other children appreciate those who are cooperative, capable problems solvers and conflict resolvers, as their play is less distracted.

In addition to having cooperation modelled, a child needs to do the following to cooperate appropriately:

- have their point of view listened to and considered
- be involved in any solutions or problem solving
- be provided with relevant information
- have the opportunity to consider another person’s point of view (this may be difficult for young children)
- have some choices
- have successful cooperation acknowledged.

**EXAMPLE**

Kris and Viv were working on a construction project. Kris wanted to build another level on the tower and Viv felt sure it would fall down if they did. The children showed cooperation by listening to what each other had to say and sharing their ideas. In the end they asked an educator to help them decide what to do. The educator said that maybe they could put the level on top without securing it and then see what happens while holding the building. Kris and Viv thought this was a good idea.

Children may be less likely to cooperate, and more likely to engage in a power struggle when:

- they are interrupted without warning from an activity they are enjoying
- their routine is changed unexpectedly
- they hear "no" often from adults
- they don't know how to do a task or what they are being asked to do.
It is essential that you support the development of cooperation, decision-making and conflict resolution by monitoring:

<table>
<thead>
<tr>
<th>Important things to monitor</th>
<th>The recording type you may use</th>
</tr>
</thead>
<tbody>
<tr>
<td>development milestones or stages (needs and strengths)</td>
<td>Learning stories</td>
</tr>
<tr>
<td>implementation and use of cultural capital</td>
<td>Video or DVD recordings</td>
</tr>
<tr>
<td>learning or windows of opportunity</td>
<td>Audio tapes</td>
</tr>
<tr>
<td>modelling</td>
<td>Diaries, journals, logs and communication books</td>
</tr>
<tr>
<td>play stages</td>
<td>Event samples</td>
</tr>
<tr>
<td>environmental effects: time, space, materials, people</td>
<td>Anecdotal records</td>
</tr>
<tr>
<td>moral understanding and use</td>
<td>Incidental records</td>
</tr>
<tr>
<td>friendships</td>
<td></td>
</tr>
<tr>
<td>pro-social behaviour</td>
<td></td>
</tr>
<tr>
<td>attitudes to difference</td>
<td></td>
</tr>
<tr>
<td>gender attitudes behaviour and play patterns throughout the day</td>
<td></td>
</tr>
<tr>
<td>behaviour in relation to other individuals and groups</td>
<td></td>
</tr>
</tbody>
</table>

When used regularly for everyday choices, decision making and problem solving also becomes a part of normal thinking, which helps the child deal with larger issues when they arise. As an outcome these children will have greater skills in making life decisions as adults. Some ways you might support decision-making and problem solving include:

- recognising problems
- clarifying goals
- planning strategies
- finding solutions
- asking open ended questions
- supporting children in sharing their ideas with others
- answering questions
- providing open ended materials
- providing new and stimulating materials
- using every day events to explore the world
- talking about routines and choices
- encouraging children to consult each other
- supporting parents to provide learning environments at home.
When you assist children to develop their decision making and problem solving skills you can:

- help them break decisions and problems into manageable tasks
- help them identify what issues to tackle in which order
- give them a strategy to use when they are faced with decisions and problems
- assist them to see other people’s points of view.

**REFLECTION**

**ACTIVITY D:**

Nina was concentrating very hard as she sat on the floor completing puzzles on the shelf they were displayed at. Vern was working on puzzles at the puzzle table and told Nina she had to come to the table, as she couldn’t work there at the shelf. Nina ignored Vern’s request and continued to complete one puzzle then move to the next. Vern called to Nina again telling her that he couldn’t choose another puzzle if she was there.

1. What are the conflicts in this case study?
2. In what ways could Nina and Vern cooperate?

3.7 Foster and respect children’s own grouping choice

In Element 1, Performance Criteria 1.2 you considered how children react differently to each other and how they have preferences for particular adults and children. Each group of children will also have individual needs, abilities and experiences that are unique. A group might include all children in care or a specific group that consists of friendship groups, play area groups, or other groups that come together for a purpose. Individual grouping choice may alter throughout the day and include children of the same age, children of different ages, adults and siblings.

Your observations of each group will allow you to plan experiences that suit the group and any child participating in the group. When you understand how a group works and how each individual child operates within different groupings, you can ensure that your planning meets their needs and extends their skills appropriately.
Watch for:

**Important things to monitor**
- implementation and use of cultural capital
- modelling
- attachment and security
- play stages
- interests
- skills in problem solving, negotiation, collaboration and conflict resolution
- environmental effects: time, space, materials, people
- moral understanding and use
- friendship
- pro-social behaviour
- attitudes to difference
- gender attitudes

**The recording type you may use**
- Photographs
- Learning stories
- Video or DVD recordings
- Audio tapes
- Checklists
- Socio-grams
- Diaries, journals, logs and communication books
- Time samples
- Event samples
- Anecdotal records
- Incidental records
- Records of questioning: graffiti sheets, daily evaluation sheets, surveys, questionnaires and forms are all examples.

**EXAMPLE**

Stephanie enjoyed playing alone but she also was involved in particular groups within the care environment. She played in home corner with Mia, she took responsibility caring for the fish with Jim, Dylan and Mohammed. She was a keen participant in the music and movement group, which included all children in the room. In each of these groups Stephanie had different needs, interests and communication styles. She also showed to enjoy some of these groupings more than others.

In the following Performance Criteria (3.8) you will look at how interactions alter between individuals and groups.
REFLECTION

ACTIVITY E:
Choose one child who is participating as part of a small group of children and do the following:

- what age are the children
- map who interacts with who (if possible use a socio-gram, an example is in Performance Criteria 3.9)
- list who the focus child interacts with most
- what types of interaction did the child use i.e. asking questions, leading, listening, watching, showing no interest.

Observe this child again in a different group and answer the following:

- what age are the children
- map who interacts with who (if possible use a socio-gram)
- list who the focus child interacts with most
- what types of interaction did the child use i.e. asking questions, leading, listening, watching, showing no interest.

What do you think was the cause of any difference in the child’s interactions from one group to another?

3.8 Talk about and respond to children as group members as well as individuals

In Performance Criteria 3.7, you looked at how groups adapt to match their members and how you can meet each group’s needs through observation and monitoring.

The individual child’s needs, abilities and experiences are unique whether they are part of a group or functioning on their own. When you understand the individual child you can ensure that your planning meets their needs and extends their skills without over challenging them. Your observations of each child will allow you to plan experiences that suit the child.

To understand the individual child you should monitor:
### Important things to monitor
- developmental milestones or stages (needs and strengths)
- cultural capital
- learning or windows of opportunity
- modelling
- attachment or security
- play stages
- interests
- skills in problem solving, negotiation, collaboration and conflict resolution
- environmental effects: time, space, materials, people
- moral understanding and use
- friendships
- pro-social behaviour
- attitudes to difference
- gender attitudes.

### The recording type you may use
- Photographs
- Learning stories
- Video or DVD recordings
- Audio tapes
- Checklists
- Socio-grams
- Diaries, journals, logs and communication books
- Time samples
- Event samples
- Running records
- Anecdotal records
- Incidental records
- Records of questioning: graffiti sheets, daily evaluation sheets, surveys, questionnaires and forms are all examples.

By gaining information in all areas of development you will be able to piece together a picture of the child and respond to them based on their needs, interests and strengths. In this way you will be able to match your interactions to the child through goodness of fit (see Performance Criteria 1.2).

### EXAMPLE
When Zarifa (4.5) was working alone on her project, the educator Jean assisted by holding the sticky tape. When the group were building a construction project the educator supported Zarifa through verbal suggestion and encouraging another child to work with Zarifa and the sticky tape.

The educator demonstrated that she knew Zarifa needed support with sticky tape but also showed that she knew the importance of Zarifa working with the other children – developing relationships through cooperating and problem solving.

### REFLECTION
### ACTIVITY F:
List three activities or experiences where a child may need your help, support or interaction. Include the age of the child in each activity or experience.

For each activity or experience, identify one way you would interact with the child if they were participating alone.

For each activity or experience identify whether you would change your interaction with the child if they were participating in a small group. Explain each.
3.9 Identify and monitoring children’s social skills and development

A variety of recording methods can be used to collect information about a child’s social skills and development and the cultural capital they can contribute, share or have extended. Social interaction occurs during a range of different times over the care day so records might be taken of interactions during:

- formally organised activities
- unplanned or spontaneous interaction
- meetings
- travelling
- talking
- listening and responding
- care routines
- excursions
- setting up
- socio dramatic play
- construction play
- art activities

TIP

For more information about milestones check the following sites.

The Whole Child. Social and emotional development. PBS.
http://www.pbs.org/wholechild/abc/social.html

The Whole Child. Getting along together: developing social competence in young children.
http://www.pbs.org/wholechild/parents/getting.html

To ensure your records contain useful information about each child, you might base them on:

- developmental milestones or stages (needs and strengths)
- approaches or theories (see Element 1)
- cultural capital
- interests

You can refer to the Introduction of this workbook and each of the Performance Criteria in this Element to find out more about what to monitor as well as which monitoring tools are most successful in each case.
Oliver (educator) wanted to monitor the interactions of Sienna during a ten minute morning snack time. He chose to use a socio-gram as this was an easy way to record lots of information about interaction. The socio-gram looked like this and it demonstrated that Sienna spoke to the educator most. It also demonstrated that Sienna interacted with Riley but did not reply to Sofia’s interaction.

Charlotte (educator) wanted to monitor the interaction of Ethan during morning snack time. She chose a time sample, but soon realised that this meant she missed what was happening during the entire session.

REFLECTION

ACTIVITY G:
Complete a socio-gram using any group of three or more children or adults you can observe. Include the ages of the children.
What did the socio-gram tell you?

3.10 Promote and support the use of social skills relevant to the transition to school for children of an appropriate age

In the child care environment children are closely cared for and provided support and guidance throughout the day. When a child enters a school environment, they will be faced with a more challenging social situation, one where:

- adult to child ratios will be lower
- teachers are not available at all times to monitor social needs and abilities
- the child will be responsible for many new concepts including staying in a designated area and taking care of their own belongings
- the child will need to follow rules and interact with other children older than themself.

Part of your work with children of late preschool age will be to assess their readiness for school using your knowledge of all areas of development. Things you will be looking for include:
Important things to monitor
- developmental milestones or stages (needs and strengths) including the ability to follow rules and cooperate with others
- attachment or security in particular if the child is capable of independent activity
- skills in problem solving, negotiation, collaboration and conflict resolution
- moral understanding and use in particular being able to follow rules and work within boundaries
- pro-social behaviour.

The recording type you may use
- Photographs
- Learning stories
- Video or DVD recordings
- Checklists
- Diaries, journals, logs and communication books
- Event samples
- Anecdotal records
- Incidental records.

EXAMPLE
Cooper (4.5) cried when his mum left him in care and required support when involved in any conflict with other children. His educator discussed this with his mother and they planned to introduce some activities and experiences in care and at home that would support his development of these skills – ease of separation and conflict resolution - and help him to become more ready for school.

REFLECTION
ACTIVITY H:
Using the example above, identify one activity or experience that you would use to help Cooper manage his separation anxiety OR develop his conflict management abilities.
Would you also encourage his mother to implement this activity or experience at home? Why or why not?
Reflection activity log:

Indicate which reflection activities you have completed as part of this workbook:

<table>
<thead>
<tr>
<th>ACTIVITY A</th>
<th>ACTIVITY B</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIVITY C</td>
<td>ACTIVITY D</td>
</tr>
<tr>
<td>ACTIVITY E</td>
<td>ACTIVITY F</td>
</tr>
<tr>
<td>ACTIVITY G</td>
<td>ACTIVITY H</td>
</tr>
</tbody>
</table>

Element 3 Assessments

Provide opportunities for social interaction

There are four assessments for this element.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Employability skills you have used to complete this assessment</th>
<th>Linked Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 5: Environments for social interaction</td>
<td>Communication, problem solving, initiative and enterprise, planning and organising, self-management, learning</td>
<td>3.1, 3.2, 3.3, 3.5, 3.6, 3.8</td>
</tr>
<tr>
<td>Assessment 6: Interaction observation records</td>
<td>Communication, problem solving, initiative and enterprise, planning and organising, self-management, learning</td>
<td>3.1, 3.7, 3.9</td>
</tr>
<tr>
<td>Assessment 7: Cultural calendar</td>
<td>Communication, problem solving, initiative and enterprise, planning and organising, self-management, learning</td>
<td>3.4</td>
</tr>
<tr>
<td>Assessment 8: Social readiness for school</td>
<td>Communication, problem solving, initiative and enterprise, planning and organising, self-management, learning</td>
<td>3.10</td>
</tr>
</tbody>
</table>
Assessment 5: Environments for social interaction

Create an environment that promotes opportunities for social interaction by filling in the table.

<table>
<thead>
<tr>
<th>Age of children:</th>
<th>Number of children usually in the group:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity</td>
<td>Strategies you would use</td>
</tr>
<tr>
<td>How would you provide opportunities for children to be involved in different forms of social interaction?</td>
<td></td>
</tr>
<tr>
<td>How would you encourage children to interact with a variety of people?</td>
<td></td>
</tr>
<tr>
<td>How would you support children to develop skills in initiating and developing contact with others?</td>
<td></td>
</tr>
<tr>
<td>How would you ensure spaces for privacy, solitude and/or quiet time are provided and that children are aware of their purpose?</td>
<td></td>
</tr>
<tr>
<td>How would you respond to a child who wishes to watch and observe rather than participate?</td>
<td></td>
</tr>
<tr>
<td>How would you ensure that cooperation and conflict resolution skills are promoted?</td>
<td></td>
</tr>
<tr>
<td>When would you respond to children as group members?</td>
<td></td>
</tr>
<tr>
<td>When would you respond to a child as an individual?</td>
<td></td>
</tr>
</tbody>
</table>
Assessment 6: Interaction observation records

Create two observation records that monitor social interaction and write them into pro formas such as the following ones.

<table>
<thead>
<tr>
<th>Observation Record One.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of: play stages / modelling / conflict resolution skills / friendship (circle one)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Child(ren)’s age range:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting:</td>
<td>Time:</td>
</tr>
</tbody>
</table>

| Anecdotal record (what did you see and hear): |

| Why do you think this information is important? |

| Does this information relate to any approach discussed in the Introduction? Explain. |

| What would you do next? (plan something, change something, do something) |
Observation Record Two.
Evidence of grouping choice.

<table>
<thead>
<tr>
<th>Child(ren)’s age range:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting:</td>
<td>Time:</td>
</tr>
</tbody>
</table>

Event sample

<table>
<thead>
<tr>
<th>Child's name:</th>
<th>The child played alone (indicate what type of activity and approximately how long the child played there)</th>
<th>The child participated as part of a group (indicate who makes up the group and what they are doing including approximately how long the play continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child 1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child 2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child 3:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Why do you think this information is important?

What would you do next? (plan something, change something, do something)
**Assessment 7: Cultural calendar**

Use a cultural calendar or your local government information to find an event or celebration that could be incorporated into your service.

1. Provide the details of this event or celebration.
2. Where did you find the information?
3. Plan one activity that relates to this event or celebration using the following pro forma.

<table>
<thead>
<tr>
<th>Plan pro forma</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who would participate?</strong></td>
</tr>
<tr>
<td><strong>Objective (what do you want to achieve through this activity):</strong></td>
</tr>
<tr>
<td><strong>Name and description of the activity:</strong></td>
</tr>
<tr>
<td><strong>Materials required:</strong></td>
</tr>
<tr>
<td><strong>Description of strategies you will use to implement this plan (how will you achieve your objective):</strong></td>
</tr>
</tbody>
</table>

**Assessment 8: Social readiness for school**

Create a brochure, information page or poster that provides information to parents about children’s school readiness in relation to social skills. The brochure or poster must meet your organisational standards, policies or procedures. It must also:

- have a clear title or heading
- be divided into sections or topics by sub headings
- use clear and simple language
- have minimal spelling errors
- include some relevant pictures to make it attractive.
Checklist for Element 3

To demonstrate that you have completed this element of competency, you must be able to tick all the following boxes.

<table>
<thead>
<tr>
<th>Do you understand the performance criteria?</th>
<th>Can you demonstrate the following things to an assessor in the workplace?</th>
</tr>
</thead>
</table>
| ❑ Plan and provide opportunities for different forms of social interaction between children with respect for each child’s needs, interests and developmental stage | ❑ Provide opportunities for social interaction to occur considering:  
  - needs, interests and strengths  
  - environment  
  - cooperation and conflict resolution |
| ❑ Encourage children to interact with a variety of people and to initiate and develop contact with others, as appropriate | ❑ Support children to interact with a range of people |
| ❑ Arrange the environment to encourage interaction and also accommodate a child’s need for privacy, solitude and/or quiet time | ❑ Support children’s needs for privacy, solitude, quiet and/or observation of others. |
| ❑ Celebrate special occasions in culturally sensitive ways | |
| ❑ Respect children’s choice to watch and observe | |
| ❑ Structure experiences and equipment in ways that promote cooperation and conflict resolution | |
| ❑ Foster and respect children’s own grouping choice | |
| ❑ Talk about and respond to children as group members as well as individuals | |
| ❑ Identify and monitor children’s social skills and development | |
| ❑ Promote and support the use of social skills relevant to the transition to school for children of an appropriate age | |
# FINAL - Workplace practical assessment

## CHCFC503A Foster social development in early childhood

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>CRITERIA – The Learner …</th>
<th>INITIAL &amp; DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Support children to build and maintain trusting relationships</td>
<td>a. Listens to children and values their views</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Acknowledges and supports children’s preferences for adults and peers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Helps children to take responsibility for their own actions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Encourages children to manage feelings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Supports interaction during play</td>
<td></td>
</tr>
<tr>
<td>2. Plan experiences for children to support and cooperate with others</td>
<td>a. Helps children to view differences positively</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Assists children to develop relationships and to join groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Encourages children to communicate with each other</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Uses opportunities to promote moral development and pro-social skills</td>
<td></td>
</tr>
<tr>
<td>3. Provide opportunities for social interaction</td>
<td>a. Provides opportunities for social interaction to occur</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Needs, interests and strengths</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Cooperation and conflict resolution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Supports children to interact with a range of other people</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Supports children’s needs for privacy, solitude, quiet and/or observation of others</td>
<td></td>
</tr>
</tbody>
</table>

**Comments**

---

**Date Commenced (as training plan):** 

**Date Competent:** 

**Signatures:**

- **RTO:** 
- **Learner:** 
- **Supervisor:**
Congratulations

Congratulations! You have now completed all the off-the-job requirements of this unit:

CHCFC503A Foster social development in early childhood.

Enjoy your remaining journey.