We play, we learn

Outcome 4

Children are confident and involved learners
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Children are confident and involved learners

#### 4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

4.1 We teach children to enjoy learning

<table>
<thead>
<tr>
<th>What does this mean for children and families?</th>
<th>How could you do this?</th>
<th>Here is an example</th>
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<tbody>
<tr>
<td>Children show an interest in what you give them to play with</td>
<td>Set up activities in interesting and exciting ways. Like shells in the sand pits, feathers for painting with, empty boxes for building or for crawling through</td>
<td>![Example Image]</td>
</tr>
<tr>
<td>Children are happy when they are playing</td>
<td>Set up activities that interest the children. You need to watch for what they are interested in and use these ideas when planning</td>
<td>![Example Image]</td>
</tr>
<tr>
<td>Children are learning while they play</td>
<td>When they are playing in the sandpit with the buckets you could talk with the children about counting or heavy or empty or full</td>
<td>![Example Image]</td>
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</table>
The observation/program cycle

Watch the children. Record what they do. Take a photo

Talk to the families

Think about what the observation tells you about the children. Think about what the family told you. Does it make you think of an activity which the children will enjoy?

Try out the activity with the children. What did they learn?

Put the activity into a program

Try out the activity with the children.
What did they learn?
Collect as much information about each child as you can

- Make observations
- Speak with other staff
- Take photos or movies
- Speak with their family
- Check what you have already written down about the child
Children are learning while they play. When the children are playing in the sandpit talk to them about what they are doing (e.g. digging for grubs).

Other ideas for achieving this outcome?
This is an example of using the planning cycle.

Find out what they like to do. These children had been digging for witchetty grubs on the weekend with their families.
The families had taken photos of the children digging for witchetty grubs on the weekend. This gave the teacher an idea!

Let’s get the shovels from the sand pit and give them to the children so they can use them to practise digging. We’ll talk to them about digging for witchetty grubs.

Where do you find them?
What do they taste like?
How many did we find?
How many were big?
How many were small?
Which children dug for the grubs?
How did you know the children were interested?
What did they say?

Don’t forget to take photos.
These photos show the children practising story telling, writing and drawing.

The staff sat with the children and talked to them about the photos. The staff drew pictures of the witchetty grubs and talked to them about where to find them.

Follow up activity.
How can you use the photos you took of the children pretend digging for witchetty grubs?
Follow up activity.
The staff gave the children some blue play dough to roll and squeeze. The staff talked about making witchetty grubs.

What are the children learning? What can we do next that they’re interested in? Are they still interested in witchetty grubs? What could we do differently?

Talk to the children about their work. Display the children’s work. Sit with the children and talk to them about the photos.
This staff member is watching the children. She is teaching the children to take photos of the witchetty grubs they are making with the play dough. Then she shows the children how to put the photos on the computer.

She asks the children to tell her a story about digging for witchetty grubs. She writes the stories on the computer and keeps them and uses the children’s ideas for planning for new activities.

Teaching and learning can be interesting and fun for everyone.
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**4.1 We teach children to enjoy learning**

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<td>Children use their own ideas to make their play more interesting</td>
<td>The children might ask you to get them some special toys for their play in the sandpit or the block area or the home corner.</td>
<td></td>
</tr>
<tr>
<td>Children keep trying even when they find things are hard for them to do</td>
<td>Give children time to practise doing the puzzle or their block building so they can become good at the skill.</td>
<td></td>
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<tr>
<td>Children have lots of choices of things to do when they play</td>
<td>Give all the children lots of activities to play with both inside and outside.</td>
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Children have lots of choices of things to do when they play. Give all the children lots of activities to play with both inside and outside.

Other ideas for achieving this outcome?
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4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

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<td>Children have time to think about new ideas</td>
<td>Children need lots of time to think about what they are playing. Let them change their play if they want to</td>
<td><img src="image1.png" alt="Example 1" /></td>
</tr>
<tr>
<td>Children have activities that will help them with counting.</td>
<td>Children need lots of maths activities. Like counting the seed pods, sorting the big fish from the little fish, comparing the sizes of eggs like turtle eggs, crocodile eggs, gecko eggs and emu eggs</td>
<td><img src="image2.png" alt="Example 2" /></td>
</tr>
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Children have activities that will help them with counting.
Children need lots of maths activities - like counting.

Other ideas for achieving this outcome?
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#### 4.3 Children transfer and adapt what they have learned from one context to another

**4.3 Children can use what they already know from their home and community when they come to the child care or preschool**

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<td>Children have lots of time to play</td>
<td>Give the children lots of time to play. Children need time when they first arrive. Time before and after meals and time around daily routines</td>
<td>![Example Image]</td>
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<td>Children have lots of time to play with the same toys and activities over and over again</td>
<td>Children need enough time to play with the same things over and over again like a puzzle. Practising an activity helps the children to learn</td>
<td>![Example Image]</td>
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<tr>
<td>Children use ideas from home or somewhere new they have been in their play</td>
<td>Let children bring their ideas from home or the community to child care or preschool where they can practice them in their play. Like fishing in the sandpit or making or drawing fish</td>
<td>![Example Image]</td>
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Children have lots of time to play with the same toys and activities over and over again. Children need enough time to play with the same things over and over again like a puzzle. Practising an activity helps the children to learn.

Other ideas for achieving this outcome?
What does this mean for children and families? | How could you do this? | Here is an example
--- | --- | ---
Children begin to make connections with their community | Talk to children about all the people in community that can help them learn. Use photos, DVDs, magazine pictures of people in the community. |  
Children make connections with places | Talk to the children about where they live, where they play, where they go fishing, and where they go when they are not at childcare or preschool. Build a map of these places. |  
Children use technology to explore ideas | Teach the children how to use the camera to take photos of their block building or sandpit play or play dough activities. |  

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4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials

*4.4 Children find objects or people that will help them to use their ideas in their play.*
Children use technology to explore ideas. Teach the children how to use the camera to take photos of their block building or sandpit play or play dough activities.

Other ideas for achieving this outcome?