

# Graphic Recordings from the ECLC Professional Workshop & Dialogue

## 1. Early Years Competencies

### EARLY YEARS COMPETENCIES — A LEARNING ENVIRONMENT THAT FACILITATES ACTIVE LEARNING

"WHEN CHILDREN HAVE the OPPORTUNITY to REVISIT & EXPLORE & CONSOLIDATE THEIR IDEAS OVER & OVER AGAIN..."

**...THEY ARE BUILDING BRAIN CONNECTIONS"**

**1**

**LILIAN KATZ' BOTTOM-UP PERSPECTIVE ON QUALITY**

CHALLENGES EDUCATORS TO REIMAGINE HIGH-QUALITY ENVIRONMENTS BY VIEWING THEM THROUGH THE EYES OF INFANTS AND TODDLERS

**2**

**PLAY AND BRAIN GROWTH**

BRAIN MYELINATION PROCESS IS THE MOST RAPID IN THE FIRST 2 YEARS

PROVIDE SIMPLER OPTIONS THAT PROMOTE ACTIVE ENGAGEMENT, CREATIVITY, & HOLISTIC DEVELOPMENT IN CHILDREN

**3**

**PIKLER'S APPROACH to PLAY**

FREE PLAY FROM THE BEGINNING STARTED WITH FREEDOM OF MOTOR ACTIVITIES

DIFFERENT TYPES OF PLAYS AT DIFFERENT AGE

**4**

**TO CONSIDER PROVISIONS, OPPORTUNITIES AND EXPERIENCES RATHER THAN ACTIVITIES for INFANTS & TODDLERS**

INCLUDE DIFFERENT MATERIALS IN THE CLASSROOM

**5 DIFFERENT TYPES of SCHEMAS**

**REPEATING PATTERN in CHILDREN'S PLAY**

<p><b>CONNECTING</b></p> <p>PLACING OBJECTS TOGETHER &amp; KNOCKING THEM DOWN</p>	<p><b>CONTAINING</b></p> <p>TIPPING PLAY MATERIALS OUT OF CONTAINERS</p>	<p><b>ENCLOSING</b></p> <p>OBSERVE WHAT FITS INTO A CERTAIN PARAMETER</p>	<p><b>ENVELOPING</b></p> <p>ALLOW CHILDREN TO WRAP TOYS UP</p>	<p><b>GOING THROUGH A BOUNDARY</b></p> <p>BREAKTHROUGH BOUNDARIES &amp; EMERGE FROM THE OTHER SIDE</p>
<p><b>ORIENTATION</b></p> <p>SEEING THINGS FROM A DIFFERENT ANGLE</p>	<p><b>POSITIONING</b></p> <p>POSITION OBJECTS IN LINES, ROWS OR BY SIZE</p>	<p><b>ROTATION</b></p> <p>ALLOW CHILDREN TO MOVE AND SPIN</p>	<p><b>TRAJECTORY</b></p> <p>OBSERVE OBJECTS MOVING IN A PARTICULAR DIRECTION</p>	<p><b>TRANSFORMING</b></p> <p>OBSERVE THE CHANGE IN COLOURS WHEN YOU MIX DIFFERENT COLOURS UP</p>

**OBSERVE BEFORE INTERVENING!** → **DURING SCHEMATIC PLAY,** → **CHILDREN ARE EXPERIMENTING AND EXPLORING their WORLD INDEPENDENTLY**

**MOST CHILDREN WILL HAVE a FEW SCHEMAS that THEY ARE EXPLORING AT a TIME!**

## 2. Supporting Language and Literacy in Children

# SUPPORTING LANGUAGE & LITERACY *in* CHILDREN

### CORE SKILLS TO HELP CHILDREN WITH DECODING

## PHONOLOGICAL AWARENESS

THE ABILITY TO RECOGNISE SOUNDS IN LANGUAGES.

IT HELPS TO DECODE BY SOUNDING OUT DIFFERENT PARTS OF THE WORD



## PHONICS

EDUCATORS CAN USE THESE STRATEGIES TO INTRODUCE LETTER-SOUND CORRESPONDENCE



LETTER CARDS



SPELLING PATTERNS



SEGMENTING

## PRINT AWARENESS

EDUCATORS SHOULD :

- PROMPT CHILDREN for EXPRESSIONS, THOUGHTS & DISCUSSION
- EVALUATE THEIR RESPONSES
- EXPAND THEIR LEARNING BY REPHRASING & ADDING INFORMATION
- REPEAT PROMPTS

STRUCTURED LITERACY :

EDUCATORS SHOULD ENCOURAGE THE EXPLICIT & SYSTEMATIC TEACHING OF LITERACY SKILLS TO DEVELOP CHILDREN'S READING SKILLS



## FIVE FINGER RULE!



HELPS EDUCATORS CHOOSE THE RIGHT LEVEL of BOOKS for EACH CHILD

- i.e. PUT UP 1 FINGER for EVERY WORD YOU DON'T KNOW
- IF 5 FINGERS GOES UP, IT'S TOO DIFFICULT. CHOOSE ANOTHER BOOK!
  - IF ONLY 2 OR 3 FINGERS GOES UP, IT'S JUST RIGHT!

## MORPHOLOGICAL AWARENESS

EDUCATORS CAN EXTEND WORD KNOWLEDGE & VOCABULARY by BREAKING DOWN LONG WORDS INTO SMALLER UNITS OF MEANING

PREFIX + BASE + SUFFIX

IT'S IMPORTANT THAT EDUCATORS ENCOURAGE THEM TO BE **CONFIDENT** — TO SPELL



CHILDREN LEARN BETTER WHEN IT'S SELF-DIRECTED LEARNING

### 3. Exploring Ethics in Outdoor Learning

# EXPLORING ETHICS in OUTDOOR LEARNING

## WHAT IS ETHICS?



**MORALS**  
**DISCIPLINE**

**GUIDING TOOL**  
**PRINCIPLES OF CONDUCT**

THE STANDARDS BY WHICH WE CAN MORALLY JUSTIFY OUR ACTIONS

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## #2: ETHICAL ISSUES

**RISK-BENEFIT ANALYSIS**  
PROMOTE ACTIVITIES THAT INVOLVE MANAGEABLE RISKS, HELPING CHILDREN TO DEVELOP SKILLS IN ASSESSING THEIR LIMITS



**INFORMED CONSENT**  
CONDUCT SURVEY TO FIND OUT PARENT'S UNDERSTANDING OF THE POTENTIAL RISKS, & BENEFITS OF OUTDOOR LEARNING



**INDIVIDUAL vs. GROUP BENEFIT**  
SHOULD WE DENY THE WHOLE CLASS THE OPPORTUNITY TO CATER TO ONE PERSON? DEPENDS ON THE PROGRAMME'S GOALS!



**CAPTIVE POPULATION**  
EDUCATORS TO PRESENT ACTIVITIES AS OPPORTUNITY RATHER THAN ORDER. INVITE THEM TO CHALLENGE BY CHOICE



**DECEPTION**  
STRIVE FOR HONESTY ABOUT CHALLENGES IN LEARNING, ENCOURAGING RESILIENCE & PROBLEM-SOLVING SKILLS WITHOUT MISLEADING CHILDREN



**SECURITY**  
WHEN CHILDREN DECIDE ON WRONG DECISIONS, ALLOW THEM TO EXPLORE THE CONSEQUENCES OF THEIR DECISIONS TO PROMOTE CRITICAL THINKING



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## #3: ETHICS RESOLUTION

**1 UNDERSTAND YOUR NON-NEGOTIABLE VALUES**  
DISCUSS REGULARLY ABOUT PERSONAL VALUES, & ETHICAL DILEMMAS



**2 KNOW THE ETHICAL STANDARDS OF YOUR PROFESSION**  
(REVISED COE HANDBOOK)



**3 RECOGNISE YOUR OWN VALUES & THOSE OF OTHERS**



**4 PRACTICE RESOLVING DILEMMAS IN YOUR FIELD OF WORK**



**5 SETTING BEHAVIOURAL GUIDELINES AT THE START**

**CHALLENGE BY CHOICE**  
CLEARLY COMMUNICATE THE RISKS OF THE ACTIVITY and ALLOW CHILDREN TO DECIDE FOR THEMSELVES

**FULL VALUE CONTRACT**  
CHILDREN TO ESTABLISH AGREEMENTS ABOUT RESPECT & SAFETY AT THE BEGINNING OF OUTDOOR LEARNING

**6 SAFE SPACE TO GIVE POSITIVE & NEGATIVE FEEDBACK**


- CREATE A ROUTINE WHERE CHILDREN CAN SHARE THEIR EXPERIENCES
- ENCOURAGE PEER FEEDBACK
- TEACH CHILDREN TO GIVE CONSTRUCTIVE FEEDBACK TO EACH OTHER

**"CHALLENGE BY CHOICE - WE CAN GIVE CHILDREN TIME & SPACE AND CHOICE TO TRY. WE SHOULD ACKNOWLEDGE THE ATTEMPT TO TRY IS AS IMPORTANT AS THE RESULT"**

#### 4. Increase Children's Outcomes in Social Emotional Development

## INCREASE CHILDREN'S OUTCOMES in SOCIAL & EMOTIONAL DEVELOPMENT

**THE PRACTICES are BEST WEAVED into EVERYDAY CENTRE PRACTICES SO THEY ARE DONE REGULARLY.**




**BE MORE PURPOSEFUL in CHOOSING GAMES & USE THEM REGULARLY INSTEAD OF JUST ONE TIME**

**LEARNINGS FROM EASEL TRAIL:**

- 1 THE BEST PRACTICES are BEST WEAVED INTO EVERYDAY CENTRE PRACTICES
- 2 BE MORE PURPOSEFUL IN CHOOSING GAMES & BE REGULAR IN USING THEM INSTEAD OF JUST ONE-TIME IMPLEMENTATION
- 3 COACHING FOR EDUCATORS to BUILD COMPETENCE & CONFIDENCE in USING GOOD PRACTICES

**A FRAMEWORK OF EVIDENCE-BASED PRACTICES FOR PROMOTING YOUNG CHILDREN'S HEALTHY SOCIAL & EMOTIONAL DEVELOPMENT**

**TIERED PREVENTION**



**INDIVIDUALISED & INTENSIVE INTERVENTION FOR THOSE WHO NEED MORE SUPPORT**

**HIGH QUALITY SUPPORTIVE ENVIRONMENT (HOW ROUTINES ARE SET & MAINTAINED / NURTURING RESPONSIVE RELATIONSHIP)**

**TARGETED SUPPORT FOR SMALLER GROUPS OF CHILDREN**

**OUR TEACHERS' CAPABILITIES**

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### IMPROVING CHILD OUTCOMES

**HIGH QUALITY EARLY CHILDHOOD EDUCATION**

**PROMOTING SOCIO-EMOTIONAL & EXECUTIVE FUNCTIONING SKILLS**

**USE OF CHILD-LED ACTIVITIES for LEARNING**

**RESEARCH INDICATES THAT EXECUTIVE FUNCTIONING SKILLS DEVELOP RAPIDLY IN THE EARLY CHILDHOOD YEARS**

**LONG-TERM SUCCESS FOR CHILDREN in LATER LEARNING**

**THEY PLAY AN IMPORTANT ROLE IN CHILDREN'S SOCIAL & EMOTIONAL & COGNITIVE DEVELOPMENT as WELL AS THEIR READINESS FOR SCHOOL**

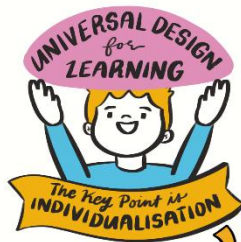
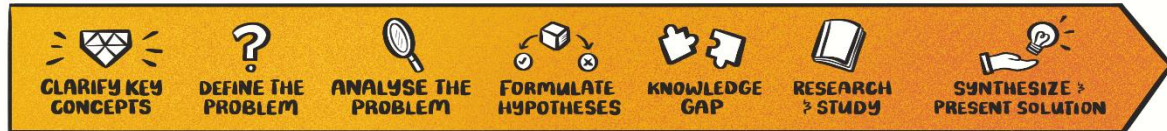
## THE EASEL PRACTICE

DELVING INTO EASEL APPROACH to ENHANCE EDUCATOR'S PRACTICES

- 1 PROMPT, WAIT THEN RESPOND
- 5 DRAMATIC PLAY
- 2 PROVIDE CHOICES
- 6 GAMES PROMOTING EF
- 3 ENCOURAGING CHILD OWNERSHIP
- 7 PRAISE
- 4 RULES & ROUTINES
- 8 CONSTRUCTIVE FEEDBACK
- 9 ACTIVE LISTENING

## 5. Creative Problem Solving by Inclusive Leaders

# CREATIVE PROBLEM SOLVING by INCLUSIVE LEADERS



- 1 HELPS BUILD CHILDREN'S CONFIDENCE in THEIR LEARNING
- 2 ENCOURAGES EDUCATORS to THINK OUTSIDE the BOX on HOW to SUPPORT the CHILD
- 3 SOLVES LEARNING ISSUES & BEHAVIOURAL PROBLEMS in the CLASSROOM

### 1. MULTIPLE MEANS of ENGAGEMENT

CREATING INCLUSIVE, STIMULATING & SUPPORTIVE LEARNING EXPERIENCES that CATER to DIVERSE EMOTIONAL, COGNITIVE & PHYSICAL NEEDS

STRATEGIES SHOULD BE PLAYFUL, DEVELOPMENTALLY APPROPRIATE & ADAPTABLE

### 2. MULTIPLE MEANS of REPRESENTATION

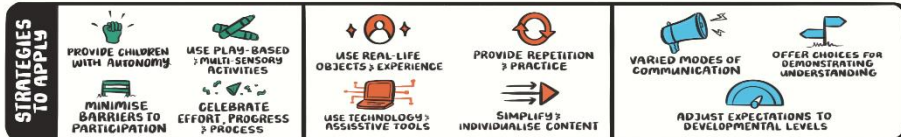
PRESENT INFORMATION in DIVERSE, ACCESSIBLE & ENGAGING WAYS to ENSURE ALL CHILDREN CAN UNDERSTAND & INTERACT with the CONTENT

REPRESENTATION SHOULD BE SENSORY-RICH & TAILORED to INDIVIDUAL NEEDS.

### 3. MULTIPLE MEANS of ACTION & EXPRESSION

OFFER DIVERSE WAYS for CHILDREN to DEMONSTRATE their UNDERSTANDING, COMMUNICATE & ENGAGE with ACTIVITIES

RECOGNISE that CHILDREN have DIFFERENT ABILITIES & PREFERENCE for INTERACTING & EXPRESSING THEMSELVES



As an INCLUSIVE LEADER, we should ENCOURAGE & MODEL CREATIVITY

LEADERS SHOULD CREATE AN OPEN & SAFE SPACE TO SHARE PERSPECTIVE, OPINIONS & IDEAS



6. Penerapan Muzik dan Tarian bagi Pelestarian Budaya dan Bahasa Melayu dalam Pendidikan Awal Kanak-Kanak

## PENERAPAN MUZIK & TARIAN BAGI PELESTARIAN BUDAYA & BAHASA MELAYU DALAM PENDIDIKAN AWAL KANAK-KANAK

**RAMAI PENDIDIKAN** keberatan untuk menggunakan alat muzik tradisional & tarian Melayu dalam pengajaran mereka kerana mereka rasa tidak mempunyai kepakaran dalam bidang tersebut

**CABARAN lain:**

- x ALAT-ALAT TIDAK CUKUP
- x KURANG TEMPAT KESIMPANAN

### KESERONOKAN TERMASUK:

**KETAWA BERSAMA RAKAN-KAKAN MENGENAI KESILAPAN**

**BELAJAR BERSAMA-SAMA DARIPADA KESILAPAN**

GUNAKAN TREND YANG TERBIASA BUAT KANAK-KANAK & CARI CARA UNTUK MASUKKAN PERKARA-PERKARA YANG MEKKA SUKA KE DALAM PENGAJARAN

**YANG PENTING IALAH**

## KEBERANIAN

UNTUK MEMBUAT LANGKAH PERTAMA UNTUK:

- MEMPELAJARI PENGETAHUAN ASAS
- KEBERANIAN UNTUK BELAJAR DARIPADA KESILAPAN SEMASA BERLATIH

SEBAGAI GURU, KITA HARUS CUBA MEMBAWA KESERONOKAN SUPAYA PENGAJARAN SENI TIDAK AKAN MENJADI SUATU BEBAN!

**GURU JUGA BOLEH MEMPELAJARI LANGKAH ASAS DARIPADA VIDEO YOUTUBE!**

**PELUANG - PELUANG YANG GURU BOLEH MENGAMBIL untuk MENERAPKAN MUZIK & TARIAN MELAYU SECARA BERMAKNA:**

- TERAPKAN KETIKA PENGAJARAN TENTANG BUDAYA
- KOLABORASI DENGAN SUBJEK-SUBJEK LAIN

## 7. 在方案教学中建构幼儿的语言能力

