

Observe, Reflect, Improve Children's Learning (ORICL): A new tool for infant-toddler educators to enrich children's learning

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INTRODUCTIONS – THE ORICL PROJECT TEAM



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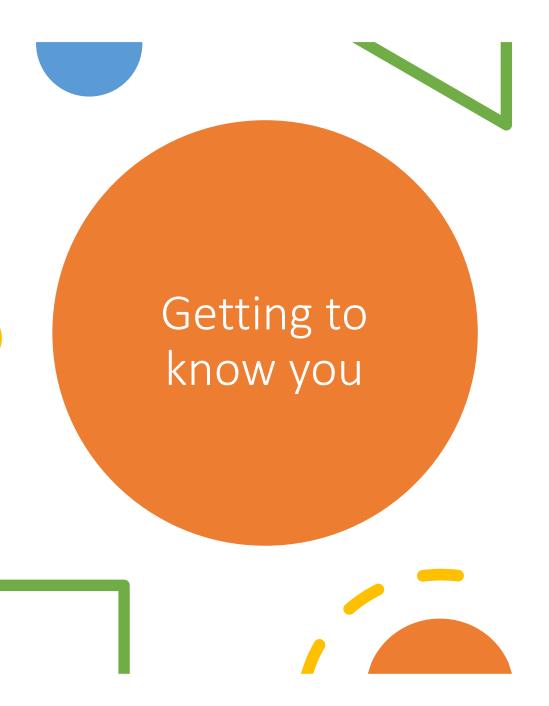


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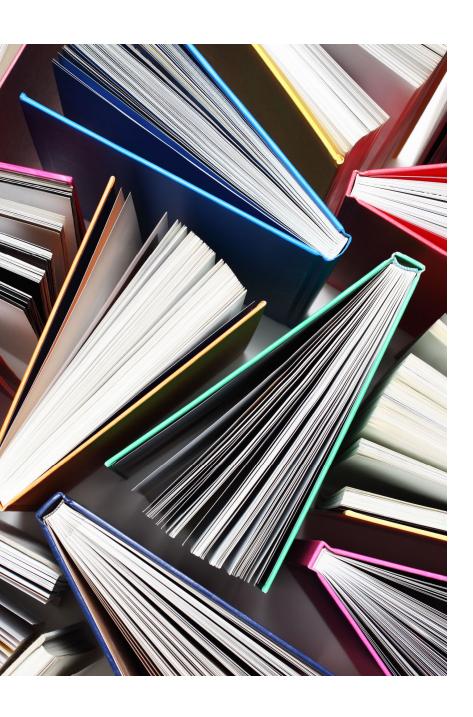


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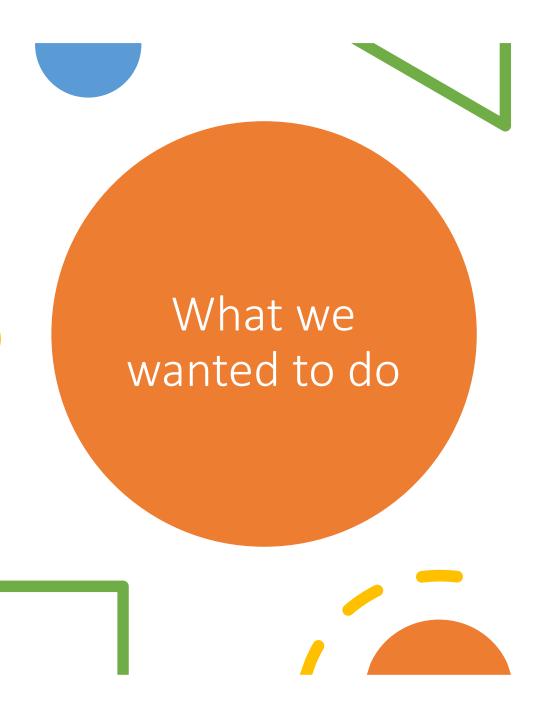


- Tell us about you and what you do (FDC provider, coordinator, educator...)
- What are you currently doing to observe, document and reflect on very young children's learning?
 - What sort of tools do you use?
 - How do you share with families?
 - How does documenting children's learning contribute to your planning for children?
- What challenges have you faced in FDC contexts when observing, documenting and reflecting on very young children's learning?



What we know from the literature

- increasing numbers of children under 3-years attend formal early childhood services (FDC, LDC)
- 2-to 3-year-olds who receive poor quality childcare programs are at risk for reduced school readiness
- NQS ratings are lower for <u>Quality Area 1: Educational</u> <u>Program and Practice</u>: Program learning opportunities, Assessment and planning cycle, and Critical Reflection
- existing tools are not focused on individual children's learning experiences and are not designed to support educators to assess and plan for children under 3 years
- the ORICL tool was designed to fill that gap



Our aims for ORICL were to:

- Acknowledge the holistic nature of young children's learning that occurs through interacting with and responding to the early learning program.
- Enable educators to identify the unique contextual factors within FDC and LDC settings that support learning, development and wellbeing.
- Document the unique experience of each child within the wider group care context.
- Provide a reflective tool that would be useful for educators and acceptable to the ECE community.
- Align the tool with the Australian Early Years Learning Framework.



- 1. We asked educators and ECEC stakeholders what they wanted. They told us that a tool was needed to support educators working with children under 3 years of age to plan for and reflect on their practices from the perspective of the individual child.
- 2. We reviewed existing tools used in centre and home-based settings to observe and assess young children's learning, development and wellbeing.
- We developed a model for a tool for FDC and LDC infant-toddler educators.
- 4. We invited ECEC providers, managers, practitioners and researchers to review and co-design the tool to ensure it would be appealing and relevant to the work of infant-toddler educators.

The First Draft

- We grouped items from 20 existing observation/assessment tools under 5 broad domains that matched the EYLF Learning Outcomes
- Within each domain, we considered children experiences in terms of:
 - the efforts, actions and initiatives made by the child;
 - the acknowledgement and support of educators and other children in response to the child
 - the opportunities, offerings and invitations made by educators and other children for the child
 - the surprising or unexpected happenings that provoke other reflections on the child
- For example: Domain: Connectedness with others
 - **efforts** to make connections with others = child makes social gestures (reaching, pointing, verbalising), offers a toy; child initiates play with educator; ...
 - acknowledgement/support in making connections with others = educator/ other child responds to child's social gestures; educators and other children treat child with respect; ...
 - **opportunities/offerings** = educator plays social game with child; moves infant closer to see, touch other infant;
 - surprise/unexpected happenings = unintended object or event promotes play and interaction





They got out the red pens!

With stakeholder input and advice, we co-designed a tool 'by the field, for the field' to build educator capacity to:

Observe,

Reflect on, and

Improve the quality of

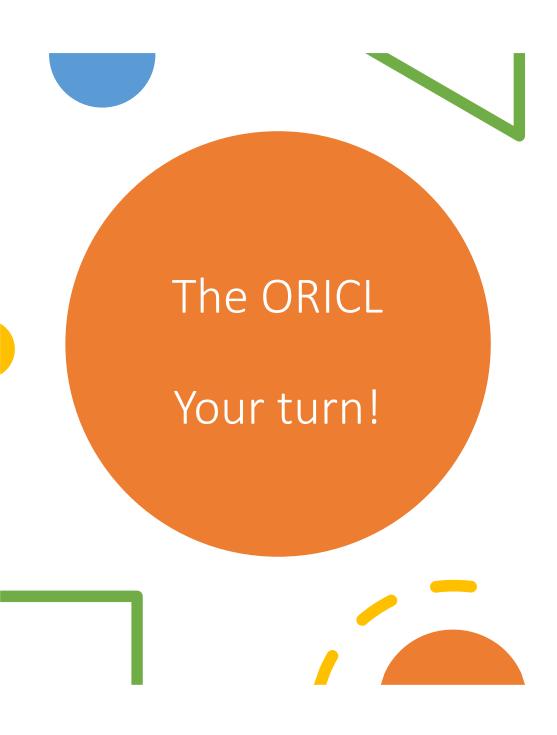
Children's

Learning



The ORICL





- The ORICL website: https://oricl.org/
 - About the ORICL Tool and its structure
- The ORICL tool, to view and consider:
 - https://limesurvey.mq.edu.au/index.p hp/211556?token=WuwnIraglTVHK8r &newtest=Y

Let's try it out with an observation record

Observation:

C has been pushing a pram in an outside yard and lets go of her pram, continuing to walk forward as it slowly rolls away. Another child on a tricycle seems to be watching C and the pram rolling away, and rides toward it after it has come to a stop.



The child reaches out for the pram handle and begins to get off his trike while C watches and moves toward both him and the pram. As he is getting off he sees her coming toward him, watches her approach and then gets back on his trike as she reaches for the handle and begins to push the pram away. He follows her for a few moments.





C looks back at the child and they look at each other for a moment.



As C moves away she smiles in a broadening smile, increasingly crinkling up her eyes and mouth in a seemingly exaggerated way, as she returns her focus on the path ahead of her and her pram.

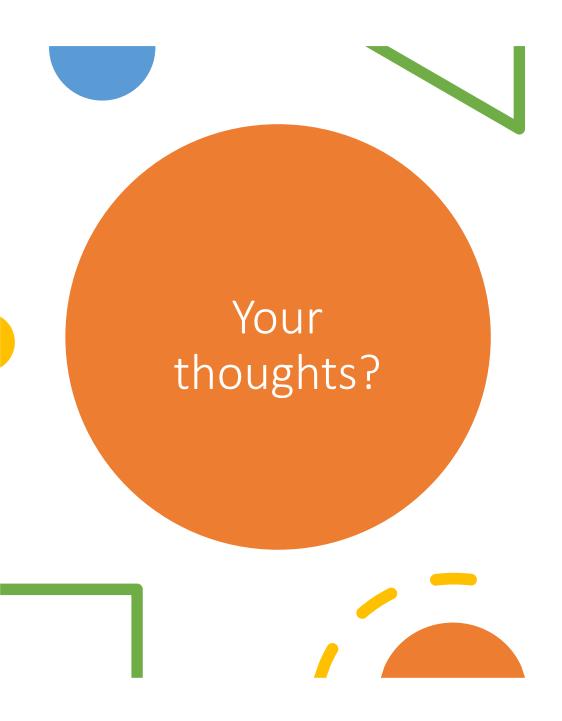


She pushes her pram until it hits a broom laying on the floor which blocks her path. She briefly looks over her shoulder at the child, then at the researcher, and then manages to extricate herself from the blockage.

Use the ORICL link to review the Domains and items that could be used to document this child's experience

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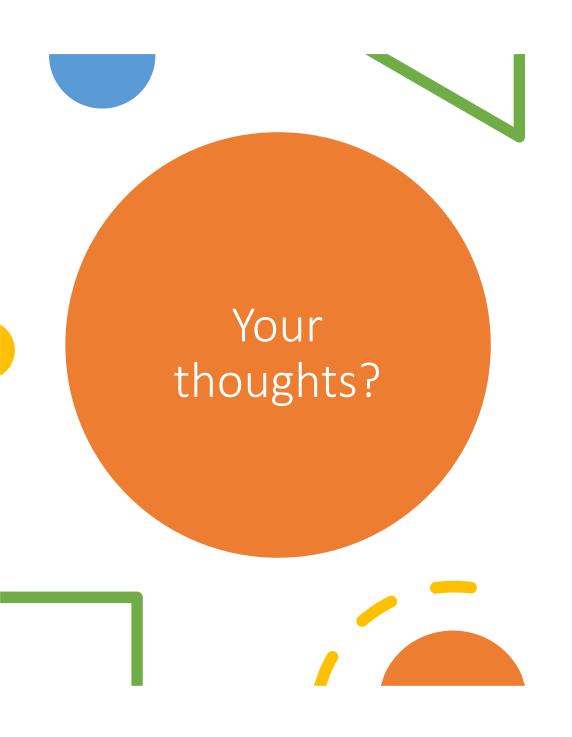


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Video collaborative observation activity

- Observe and Reflect on the child's experience
- Review the ORICL items and consider how you would respond
 - https://limesurvey.mq.edu.au/index.php/211556?tok en=WuwnIraglTVHK8r&newtest=Y





- On-line pilot
- Linkage Grant
- Participate in the pilot
- Stay in touch: https://oricl.org/