



WORKING WITH YOUNG
CHILDREN WITH TRAUMA —
APPLYING PRACTICE
PRINCIPLE 6 INTEGRATED
TEACHING AND LEARNING
APPROACHES



Reflective questions

Read the case study and answer the following questions

A family day care educator shared ideas about integrated teaching and learning in everyday experiences in her home. She said that using these for children's learning meant that she had to slow down, involve the children and reflect on how to maximise learning: *Every day there are tasks like hanging out the washing and bringing it in, setting the table for lunch, cleaning up after and getting ready for rest and sleep. I encourage all the children to be actively involved. I try to let them do things 'their way' to a point. I talk with them about what we are doing. I pay attention to the learning that happens. The children learn about the sequence of everyday events, what you do first, next and so on and why. They laugh at me when I say, 'First we dry the clothes and then we wash them!' They learn new words and what they mean and they like the idea that they are helping me with 'real' jobs. I get the children to match the socks.*

Some of the children like to count how many pairs we have made. They understand the concept of 'pairs' as they notice other types of pairs such as a pair of shoes or a pair of eyes. We talk about the different ways these routines happen in their families. I don't have any problem linking this learning to the five Learning and Development Outcomes.'

1. How is this an example of integrated teaching and learning?

2. Why does this type of learning engage children's interest?

3. Can you make links between this everyday learning and the Victorian Early Years Learning and Development Framework Learning and Development Outcomes?



Case study

Over several days, an educator observed three children playing with a large wooden train set and small figurines which he had added to the block area to provoke the children's interest in block play. From his interpretation of the learning he observed, he planned to extend the children's learning about measurement terms by having a shared conversation with them.

The documented learning conversation:

Ben: I'm going to make a train track for the trains.

Alex: Yeah, let's make it.

Mai: I am making my train track.

Educator: Do you remember the tracks you made yesterday? Will they be the same length or longer today? (This question prompts the children's memory about previous experiences and models the use of measurement language.)

Ben: Longer. It's gonna be longer, isn't it Alex?

Mai: Mine was longer than yours.

Educator: How do you know your track was longer than Ben's, Mai? (This question helps to identify Mai's understanding of measurement and prompts her recall skills.)

Mai: Mine went past the mat. (Mai uses an 'informal' measurement concept 'past the mat'.)

Ben: Our track will go past the mat.

Educator: Will there be enough tracks for two long train tracks? (This question gets the children to think more deeply about their plans for the track building and models the use of the numeracy terms 'enough' and 'long'.)

Mai: Nope.

Alex: No. It won't work.

Educator: How could you solve that problem? (This question encourages the children to solve.)



Case study

In an outer Melbourne community, a speech pathologist and classroom teacher working together identified that more than half the children in the class had limited understandings of how stories work or how to tell a story, which are important for more formal literacy learning. The local children's services responded to these findings by critically reflecting on current practices with a view to improving their literacy teaching and learning practices. They re-read the VEYLDF and the EYLF sections on Learning and Development Outcome 5 as part of this reflection process.

They added to current practices of having daily story sharing experiences and encouraging families to borrow books and to share stories. They planned to support children's learning about narrative and the sequence of stories more deliberately by:

- using everyday routines to talk about the sequence of events involved in experiences such as getting dressed, getting ready for lunch or cooking
- pointing out the ways stories in books have a beginning, middle and end through comments and questions such as *What happened at the end of the story?*, *I really like the start of this book where the boy...;* *What part of the book did you like the most?*
- providing puzzles, books and posters with sequences such as plant or animal life cycles and having conversations with the children about the sequence involved – for example, the life cycle of a frog from the egg stage to the frog
- using puppets to encourage children to tell stories to each other
- encouraging and supporting children's use of narrative in home corner or dramatic play and creating and acting out characters and storylines
- using topics the children have created in dramatic play
- sharing their ideas and strategies with families and encouraging them to use everyday experiences to talk about the order or sequence of events.

Educators adopted integrated approaches to teaching and learning as they planned diverse experiences in collaboration with families to improve children's learning as effective communicators. They avoided large group experiences and provide many opportunities for children to be in small groups that encourage conversations. Experiences that build on children's interests and take advantage of teaching opportunities as they arise provide best for children's learning needs.

Notes



Case study

Read the case study and answer the following questions.

A coordinator explained how she and her colleagues adjusted their practices to ensure that a child with verbal communication difficulties could participate fully in the program and have his ideas listened and responded to. She arranged for several educators to attend assisted communication professional learning seminars in order to support their effective and responsive communication with the child. The children also learnt some sign language, which helped to support friendships with the child and his inclusion in play. The educators provided photos related to routines, resources or materials available to the children, and the child was able to use them to communicate his choices. By acknowledging and responding to his communication efforts, the educators modelled respect for diversity to the other children. They noticed that this child was particularly interested in robust physical play and was skilled in any games involving climbing or jumping. This strength and interest was seen as a way to promote the child's sense of leadership and his capacity to help other children who were less confident in the outdoor environment.

Educators purposefully planned opportunities for this child to lead in active play. They also decided that active dancing experiences would build on his physical skills and broaden his learning as well as the other children's learning.

1. What examples of differentiating the program are evident in this example?

2. How did the educators use the child's strengths and interests to progress his learning?

3. How did the educators promote other children's learning?



Case study

Read the case study and answer the following questions.

An early childhood intervention (ECIS) professional visited a family home to provide support for a four-year-old boy with Down syndrome and his family.

The mother shared her observations of the child at breakfast time. She had noticed that the child observed his siblings getting their own breakfast and was keen to try and do the same. She reported this was very messy and in the general busyness of breakfast time it was easier for her to do everything for him.

Together the ECIS professional and mother planned an approach to build on his desire to feed himself and participate in daily routines. They provided him with bath play activities that involved pouring water from a plastic jug to a cup and bowl to help him practice his milk pouring skills.

They drew a line on his cup so he knew when to stop pouring. They also trialled the use of a modified spoon so he could scoop food into his mouth more accurately, reducing the need for adult hands-on guidance as his skills increased.

As he built his confidence and capacity, his mother encouraged him to transfer these skills to his breakfast routine alongside his siblings. The mother later told the ECIS professional she was surprised how much her son had learned when they really focussed attention on helping him do the things he enjoyed. She has also started to plan shared cooking activities and thought she would start by getting him to help her make his favourite dessert.

1. Which Learning and Development Outcomes are being supported in this example?

2. In addition to the self-care skills the child is learning, what science concepts is the child also beginning to learn in this example?



Case study

Read the case study and answer the following questions.

An educator says to 14-month-old Ellie *It's time for lunch. Time to wash your hands.* She waits for Ellie to stop what she is doing and walk to the sink. The educator says, *Let's put our hands under the tap and put some soap on them.* She does this herself as she talks Ellie through the routine. Ellie at one point says *Cold* and the educator says, *Yes, the water is cold.* She shows Ellie how to rub her hands together. Ellie does this for a long time, seeming to enjoy the stream of water. When she's finished the educator turns off the tap and says, *Now find your towel and dry your hands* and Ellie follows these instructions.

She struggles and finally succeeds in seating herself at the table. She uses a spoon and pushes the pieces of pasta to the side of the bowl, eventually using her fingers to get the food onto the spoon. She laughs as a child opposite her taps her spoon on the table and joins in. The educator says *Who wants some water?* and acknowledges Ellie's enthusiastic look by saying *Ellie, you look like you'd like some water. You're using your spoon - that's hard work. You're doing a great job.* She brings over a spoon with a larger handle as she noticed the one Ellie is using is hard to grasp.

1. How does this example depict integrated teaching and learning?

2. What concepts is Ellie beginning to learn about through this interaction?

3. What could the educator do next to extend the concepts that Ellie is beginning to learn?



discussion starter

1. Think about the range of materials and resources that support learning in your setting. Are they:
 - practical and authentic: things that children see adults use, that they would like to learn how to use and that would help them as learners – real things rather than pretend or toy ones?
 - open-ended: materials and resources that can be used in many different ways, that encourage creative uses for different purposes and that can be used by children of different ages and with different abilities?
 - reflective of diversity: linked to families' lives and cultural backgrounds and able to be used by diverse learners?
 - interesting: objects that provoke children's interest and curiosity?
 - natural: objects from nature, objects found and not bought?
 - beautiful: nurturing children's aesthetic sense through opportunities to experience beauty in its many forms?
 - engaging: inviting children to do something, get involved and engaging all the senses?
 - inclusive of a range of information and communication technologies?
2. What are the gaps in the materials and resources you provide to support, provoke and extend children's learning?

3. What could you do to fill these gaps? Who might help?

4. Are there places in the community where you might source different materials or resources? What are they?

Notes



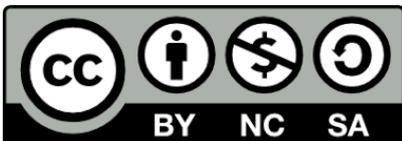
action PLAN

Key idea	CURRENT PRACTICE	action PLAN
Engaging with children in play	We are often too busy keeping an eye on all the experiences we provide to really engage in children's play.	We will reduce the number of experiences that are provided each day so that we can spend more time interacting with children rather than supervising activities.
Having learning conversations and interactions that support learning	Not sure that we really listen to what children are saying about what they know and understand, or respond in ways that support them to think deeply.	We will take it in turns regularly to observe/listen to each other over a few hours and then give feedback on the quality of our learning conversations.
Planning experiences to deepen and extend children's knowledge, understanding and skills		
Planning a balanced curriculum using all the five Learning and Development Outcomes		
Creating physical environments that promote learning		



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