






<p>Room Leader (Assign rows to educators by putting their name in the boxes below, evenly shared amongst all educators in the room)</p>	<p>LAST FORTNIGHTS RELFECTION:</p> <p>Plan Fortnightly Reflection Plan 23/10/2023_03/11/2023 by Michelle Ford 16 Oct 23</p>	<p>THIS FORTNIGHTS PROGRAMS:</p> <p>Plan Weekly Curriculum Plan 6/11/2023_10/11/2023 by April Lee 30 Oct 23</p> <p>Plan Weekly Curriculum Plan 13/11/2023_17/11/ 2023 by April Lee 06 Nov 23</p>	<p>EDUCATORS WHO CONTRIBUTED TO REFLECTION:</p>
<p>Haylee</p>	<p>SUMMARY OF THE FORTNIGHT:</p> <p>This fortnight we celebrated and honored a few calendar events with recycling week, Diwali and Remembrance Day. Throughout the fortnight we did activities based around these 3 events and the children participated in all activities. A special dance from a few educators in honor of Diwali saw all the children gather in babies' room to watch this special performance while the children show great enthusiasm they also participated with their own groove dance moves. Remembrance day we did more arts and crafts, and show cased our work on our entrance door. Recycling activities found us creating activities from recycled items like egg cartons, cardboards etc. Another activity the children all enjoyed.</p>	<p>WHAT WENT WELL?</p> <p>The permanent educators in our room have all worked so well together and Commnication is key in our room which shows within our room and this also shows strong through our connection with our children.</p>	<p>WHAT NEEDS IMPROVMENT?</p> <p>We are trying to implement with the children of packing away their room and looking after our environment. We will continue to focus on this with the children and trying to get them to understand that we play nicely with our toys but to also put them away after playing. Our Pack away song has helped a little and with more practice I feel the children will understand the concept.</p>
<p>Heather</p>	<p>HOW DID YOU INCLUDE FAMILY INPUT THIS WEEK?</p> <ul style="list-style-type: none"> • Jaila's mum has asked us to only give her bottle as she needs it, so this is something we have updated. • Flynn is starting his transition; however, mum is very worried about him settling so we have made sure to reassure her that we will not push Flynn if he is not ready. 	<p>WHAT, IF ANY, ADDITONAL RESOURCES ARE REQUIRED TO SUPPORT YOUR PROGRAM?</p> <p>Having more outdoor play equipment would benefit the children as they will have a variety of things to play with that we can rotate, they start to get bored quickly with what we currently have in the shed to play with.</p>	<p>WHICH NEW INTERESTS EMERGED? (what can we extend)</p> <p>We have just celebrated Diwali, so we had some decorations up, as well as a recycling corner and table for further education for the children. We also had Remembrance Day paintings on the entrance dor. we will move onto Christmas decorations as we are getting closer and excited to celebrate.</p>
<p>Say</p>	<p>PRINCIPLES:</p> <p>Being there only one or twice a week is a little difficult to reflect the whole week. The educators demonstrate care for the children and continuing to build relationships with children as well as new children. A few children have moved up from the baby's room and being in there helps them a little bit more as they have someone they are familiar with.</p> <p>💎 Standard 5.1 Relationships between educators and children</p> 	<p>PRACTICES:</p> <p>Learn through play</p> <p>During the times I was there, I was able to see many activities being set up for the children to engage and explore. We had recycling week where children were able to learn about recycling through play. We had recycled materials such as bottle, egg cartons and more materials for children to play with. We had a sensory try scooping and pouring using recycled materials. We also had rubbish sorting using different bins for children to learn to sort recycled material and other wastes.</p>	<p>THEORISTS:</p> <p>We had lots of opportunities for children to have social interactions that helps them develop many skills. During mat time, children learns to be in a group being near peers even if they don't interact. Children also watch and learn from peers such as doing action songs or reading books. During meal time, children sits in groups as well. They also had the opportunity to engage with peers through smiling and interacting. As we do activities, children gathered in a small group waiting for their turns and</p>

		<p>♥ Learning through play</p> 	<p>watch while they wait. ♥ Lev Vygotsky</p> 
<p>April</p>	<p>NATIONAL QUALITY STANDARDS: NQ5-Relationship with the children Building strong and secure relationships with children, especially during times of transition, is crucial for their well-being and adjustment to a new environment. Recognizing that some children may be unsettled due to the changes, as educators, we approach them with care and sensitivity. In order to create a positive and supportive atmosphere, we acknowledge the unique needs of each child and provide reassurance. This involves understanding their emotions, offering comfort, and ensuring a smooth transition by implementing familiar routines and activities. By consistently demonstrating empathy and understanding, we aim to establish a safe and nurturing environment where all children feel valued and supported in their journey of adapting to their new surroundings.</p> <ul style="list-style-type: none"> ♥ 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation. ♥ 1.2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency. ♥ 1.1 Children feel safe, secure, and supported. 	<p>PHILOSOPHY: Children are safe, secure and supported in a loving and nurturing environment. Building a good relationship with children who transition into our room is crucial in creating a secure and supportive environment for them. We understand that transitioning can be a challenging experience for children, and our goal is to ensure they feel welcomed, accepted, and valued. To achieve this, we prioritize open communication and active listening. We take the time to understand their unique needs, preferences, and concerns, and we make sure they know that their feelings are valid and respected. By providing a safe space for them to express themselves, we encourage their emotional well-being and foster a sense of belonging. Additionally, we promote inclusivity by educating all children about diversity and acceptance, helping them develop empathy and understanding. We also collaborate with parents and guardians to gain insights into the child's background, interests, and cultural practices, enabling us to create a personalized approach to their care. Ultimately, our aim is to build a strong foundation of trust and support, allowing children to thrive and feel secure in our environment.</p> <ul style="list-style-type: none"> ♥ 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation. ♥ 1.4 Children learn to interact in relation to others with care, empathy and respect. ♥ 1.2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency. ♥ 1.1 Children feel safe, secure, and supported. 	<p>DID THE TEAM ENGAGE IN ANY REFLECTIVE CONVERSATIONS?</p> <p>Yes, the educator actively engages with the transitioning child to build a good relationship. They take the time to listen to the child's thoughts, feelings, and concerns, and they validate their experiences. The educator creates a safe and supportive environment where the child feels comfortable expressing themselves. They also collaborate with the child's parents or guardians to gain a deeper understanding of the child's background and needs.</p>
<p>Sandy</p>	<p>DID YOU CHANGE YOUR ENVIRONMENT? We started with Halloween, the room was filled with decorations such as a flying witch on a broom stick, a paper towel mummy, a cat on a broom stick, a ghost made from a sheet and balloon, spider webs and lastly a bat cave made from recycled paper, this gave a fun environment for the children to engage with.</p>	<p>HAVE YOU TAGGED AND LINKED YOUR WEEKLY CURRICULUM TO THE LEARNING AREA CHECKLIST? yes</p>	<p>OTHER THOUGHTS OR REFLECTIONS:</p> <p>I've added my response for our centre philosophy review.</p> <p>We had two days with 20+ numbers in the room. One day was fairly uncomfortable as we had a few unsettled children but the next day was better. We reflective on how the day was managed and what made the difference</p>

We included a recycling area for the children to further explore this concept. This has included a tabletop activity of items that we recycle and items that are general waste, a sensory bin with recyclable items and a animal play set up with recyclable items such as green turf, paper bag mountains and blue bubble lake.

Later in the fortnight we introduced a construction area with natural and found materials with the transport toys. This was to help the children have an area to explore their creativity through construction. It's been used with the older children in the room that have been practising their hand and eye coordination skills.

in those two days. What we found was one the use of the outdoor area helps with giving children room to move and explore, second the activities were completed before morning tea time which helped the educators to supervise and settle the upset children easier (not saying this is best practice and we provided spontaneous activities to help engage the settled children) and the final thought was the number of unsettled children we had on the days. We transitioned some younger unsettled children when we had already had some unsettled children in the room which didn't help the learning of environment.