

Making our Mark

Reporting on a study in progress

Flinders University Childcare Centre



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Baby House

Co-Author Mel

- 6 weeks to 18 months (approx)
- 12 children per day



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Toddler House

Co-Author Emma

- 18 months to 2.5 years
- 22 children per day



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May Mills House

Co-Author Debbie

- 2.5 years to 3.5 years
- 29 children per day



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Preschool House

Co-Author Lexi

- 3.5 years to 5 years
- 28 children per day



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Sturt House

Co-Authors Alex and Kellie

- 4 years to 6 years
- 18 children per day



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What is 'Mark Making'?

Any mark made on a flat surface. All 2D art media may be included, such as drawing and painting. Drawing in sand or dirt may also be considered 2D in the context of this project.



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Environmental Determinants of Quality

- Light
- Space
- Well ventilated
- Volume
- High quality media
- Aesthetic
- Beautiful
- Functional
- Inspiring
- Exciting
- Sufficient time



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Educator Determinants of Quality

- Intentional
 - Prepared
 - Engaged
 - Available
 - Informed
 - Respectful
- Responsive
 - Able to listen to the child as they communicate in a variety of languages



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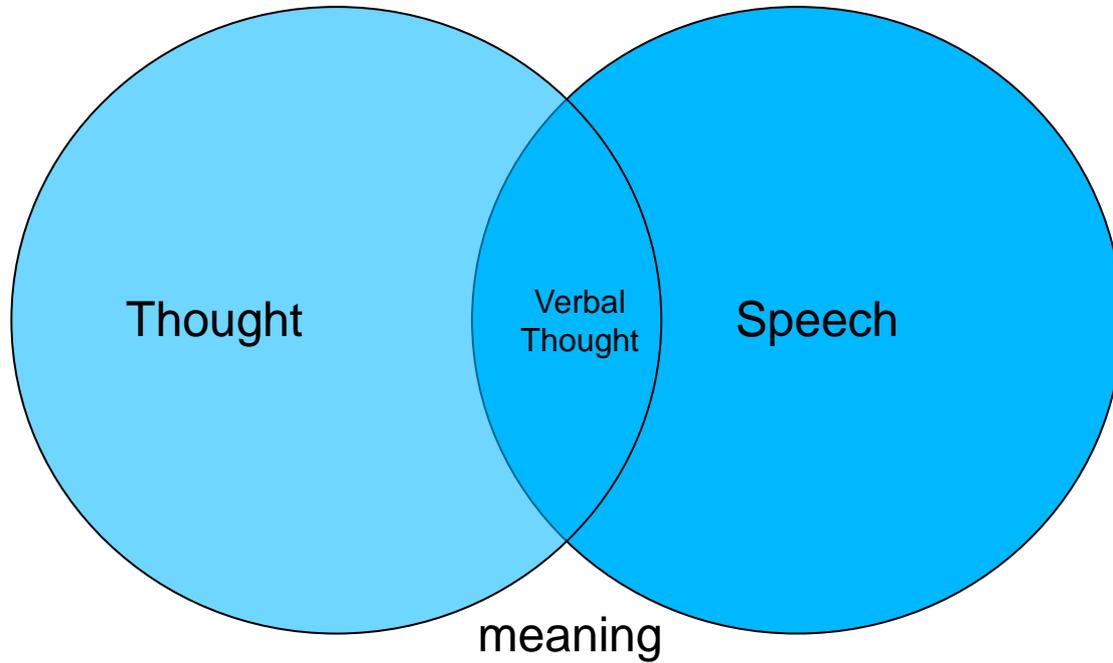
Child Determinants of Quality

- Involved
- Physically prepared, with all needs met
- Engaged
- Social
- Concentrated
- Motivated



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Verbal Thought

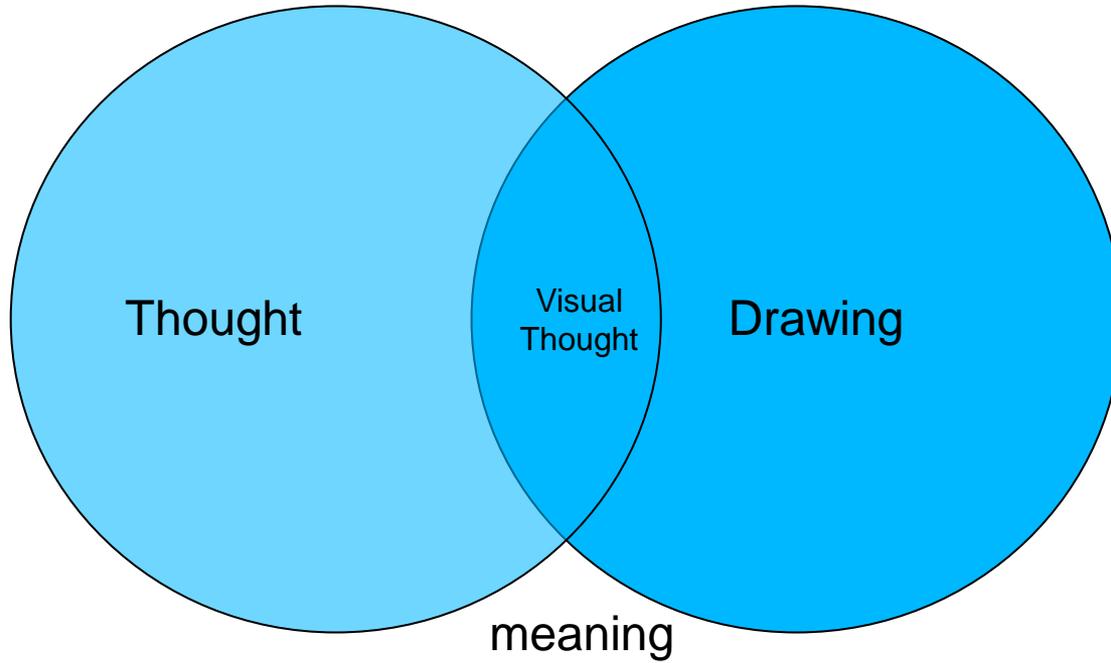


Wink and Putney 2002,
in Brooks 2009



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Verbal Thought



Brooks, 2009



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If mark making is a language, how do we learn to speak it?



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“This project combines theoretical work, individual reflection, group discussion and practise over an extended period of time with each part impacting on the other. The time frame and practise components allows for thought and testing of ideas and theories. This seems to be the ideal combination of professional learning and development.”

- Alex



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“I think it can’t be underestimated the initial impact but also the long term consequences of being involved in a project like this. It makes me think all the time about my pedagogy not just at work but at home, doing the shopping, driving the car it just pops into my head, sometimes annoying but it shows how important being involved in this has been.”

- Mel



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“Children’s thinking is challenged each time they make marks. What they learned in the last mark making experience effects what they learn in the next and having more frequent opportunities may help those learnings to connect.”

- Emma



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“When children make marks it doesn’t seem to be only about what they can say, describe or express, it’s also about the way they ‘feel’ inside and out. Inside it may be emotions, outside may be connecting the sensory awareness with thoughts or feelings...I guess in a sense this action is a language that is saying ‘this feels good, I like it, I am happy.’”

- Debbie



“Does the mark making grow as the confidence grows, or does the confidence grow as the mark making grows?”

- Kellie



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“Quality work will grow from quality experiences; children will only respect the space and media if that (respect) is part of the wider culture of the space. We as educators are not the door to culture, but perhaps we must consider ourselves the framework; what we believe we manifest.”

- Lexi



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