

# Rights and respect: Exploring the tension between the competent educator and the competent child.



**Early Childhood Australia**  
A voice for young children

Celebrating **80** years

EARLY CHILDHOOD AUSTRALIA NATIONAL CONFERENCE 2018

**BE THE DIFFERENCE**  
FOR CHILDREN AND FAMILIES



ABBOTSLEIGH

Caroline Surendra




Marian Doull

***We recognise and acknowledge Australia's First Peoples and value their cultural knowledge, strength and resilience.***

***We pay our respect to the Gadigal people of the Eora Nation and their Elders, past and present.***

***We are committed to the empowerment of the Aboriginal and Torres Strait Islander communities.***





**“Part of being  
respectful of  
children is not  
hijacking their play”  
(Ivey, 2018)**

What do you value most?

The Right Answer  
Or  
The Thinking?



Teacher  
Agenda

Teacher talk

More talking  
than listening

Quizzing

**The Right  
Answer**

Fake questions

"Tell me"

"Great idea"

Hijacking Play



More listening  
than talking

Children are  
involved in their  
learning

No good or bad  
answers  
Just ideas

Think with me

# Thinking

Co Constructor  
of knowledge  
"I wonder..."

Natural  
Conversation

No fail  
offerings.  
Multiple  
opportunities

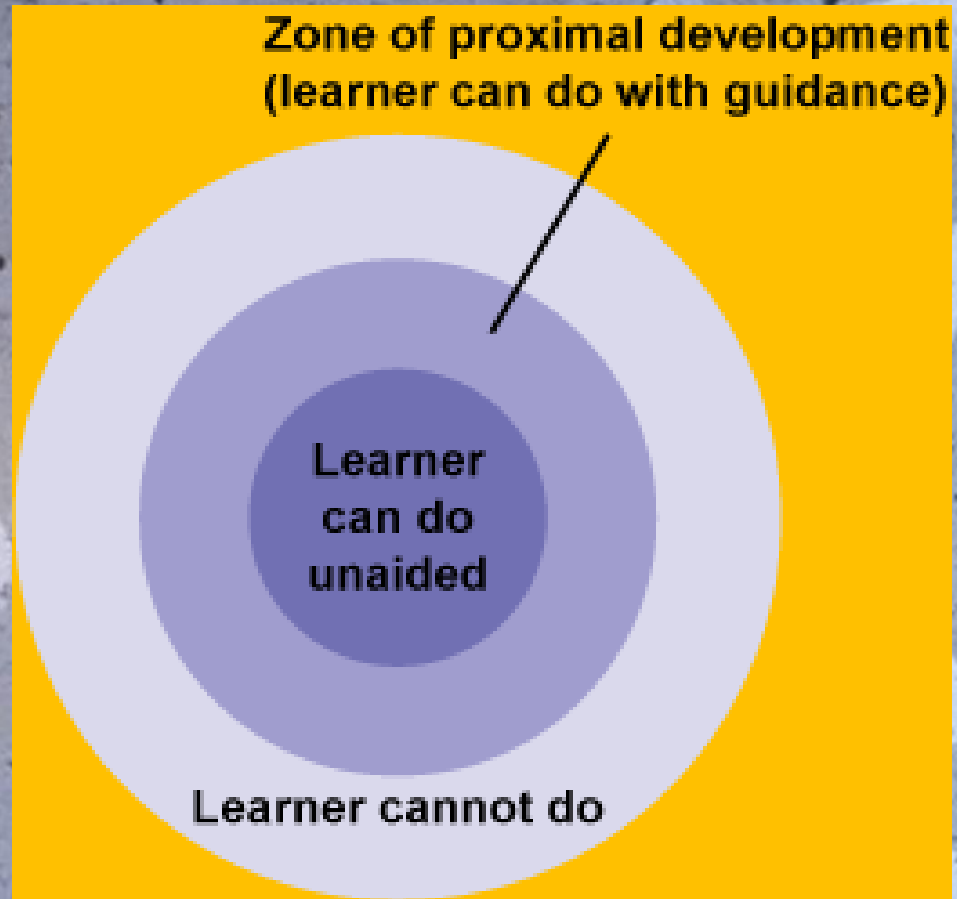
## Involvement:

"Involvement is a state of intense, whole hearted mental activity, characterised by sustained concentration and intrinsic motivation. Highly involved children (and adults) operate at the limits of their capabilities, leading to changed ways of responding and understanding leading to deep level learning."

(Laevers, 1994 as cited in EYLF, 2014, p.10)



# Scaffolding as a learning strategy



**How do we allow children to display their competence and 'own' their new skill and development if we do not allow them to experience it unaided?**

<http://www.open.edu/openlearn/languages/understanding-language-and-learning/content-section-6>

"Our intention is to teach, but our verbal quizzes reduce learning to a recitation of superficial facts.

When we reshape our intention, though, from ***teaching*** to ***thinking***, our exchanges with children change. They become authentic conversations. We ask our questions with the mutual aims of understanding a child's thinking and of supporting a child's search to make meaning...

(Pelo, 2014)



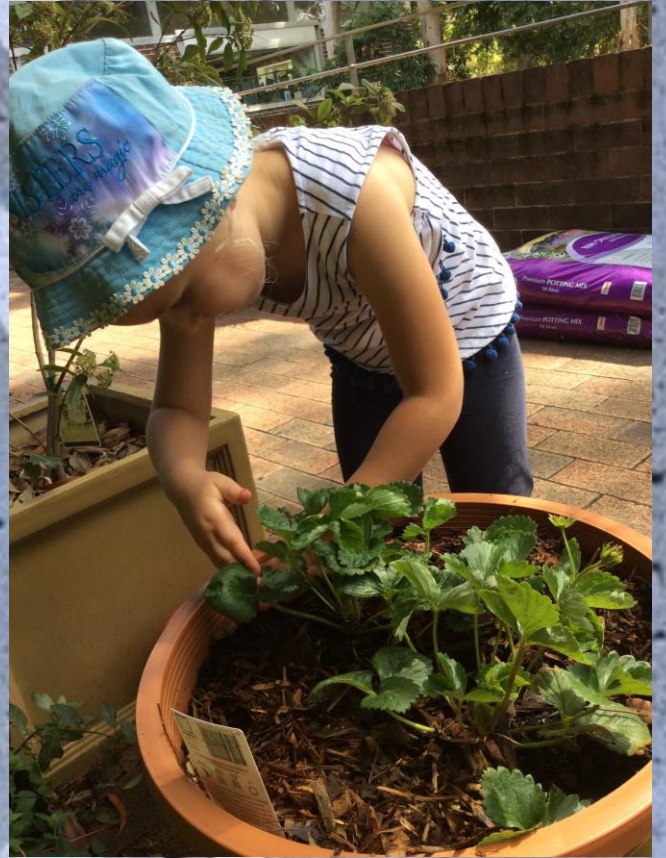
# "Let's collect Mulch"













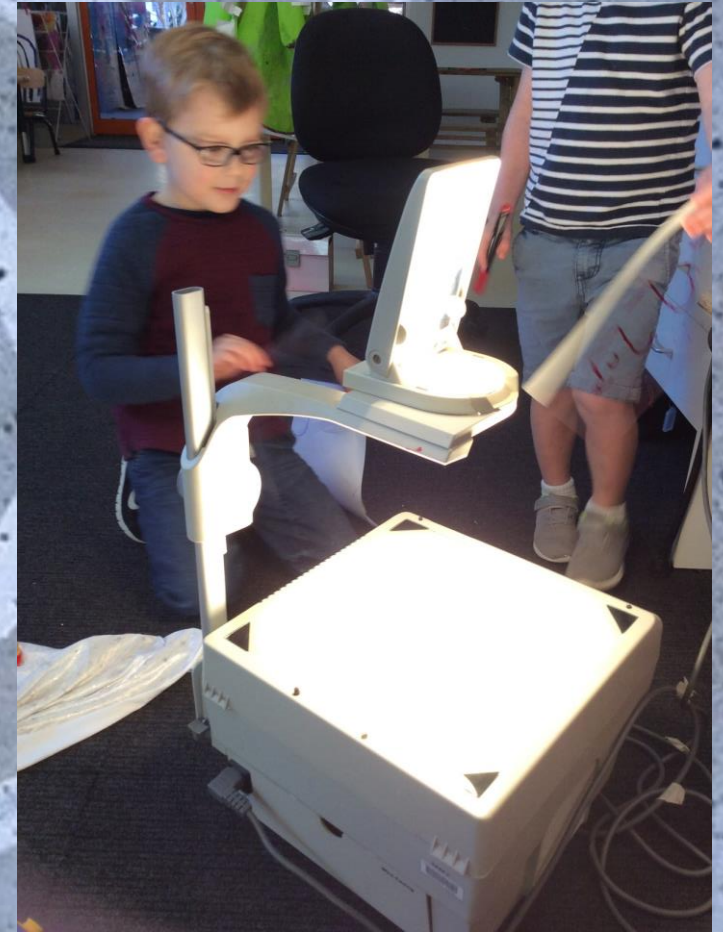








# Do you have any tracing paper Miss Marian?





Do you have any tracing paper Miss Marian?





# Competent Educator vs Competent Child

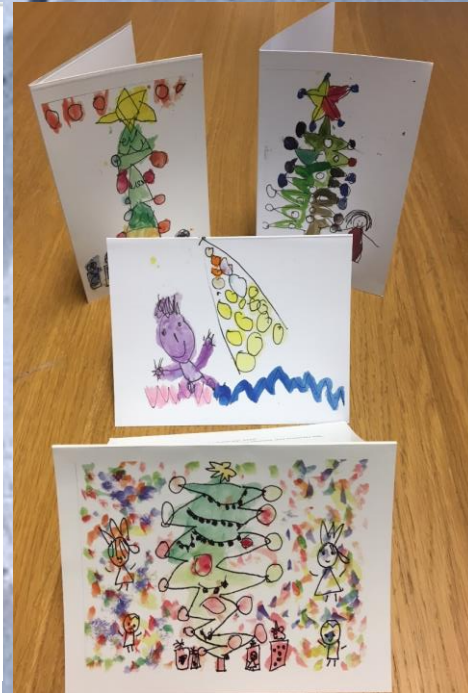




# Competent Educator and Competent child.

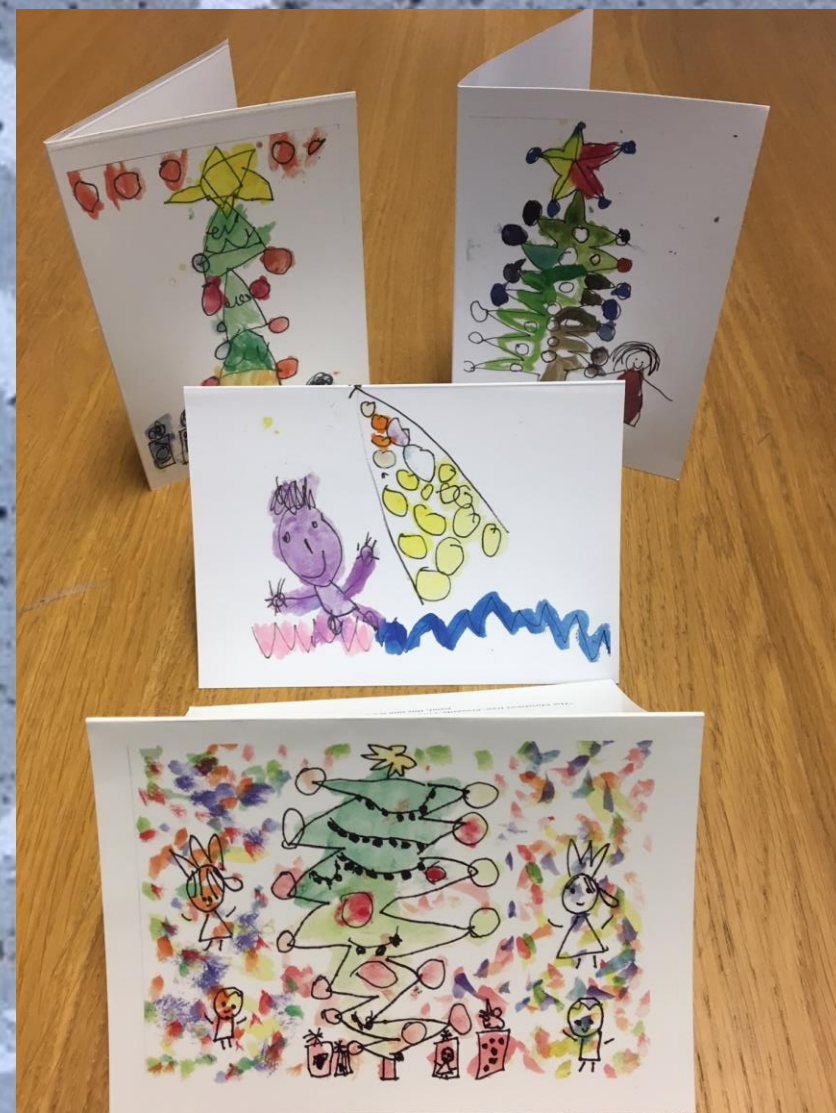


Artwork By \_\_\_\_\_ 2017  
"Santa with 3 presents and baby Jesus".



Artwork by \_\_\_\_\_ 2017  
"Santa."







Now its your turn to explore and put your thinking caps on...literally!

Use the materials in your pot to create your own thinking cap. It must say something about you and who you are with the children when you put your educator hat on.

It must also be able to be worn.

You will have about 10 minutes before we come back together and share.

STEAM



## Thoughts

- How did you feel?
- Were you competent and what led you to this opinion?
- Did you feel your creative process/creation was respected?
- Did any interventions from facilitators impede or encourage your exploration?
- Did the experience allow you the freedom to create?



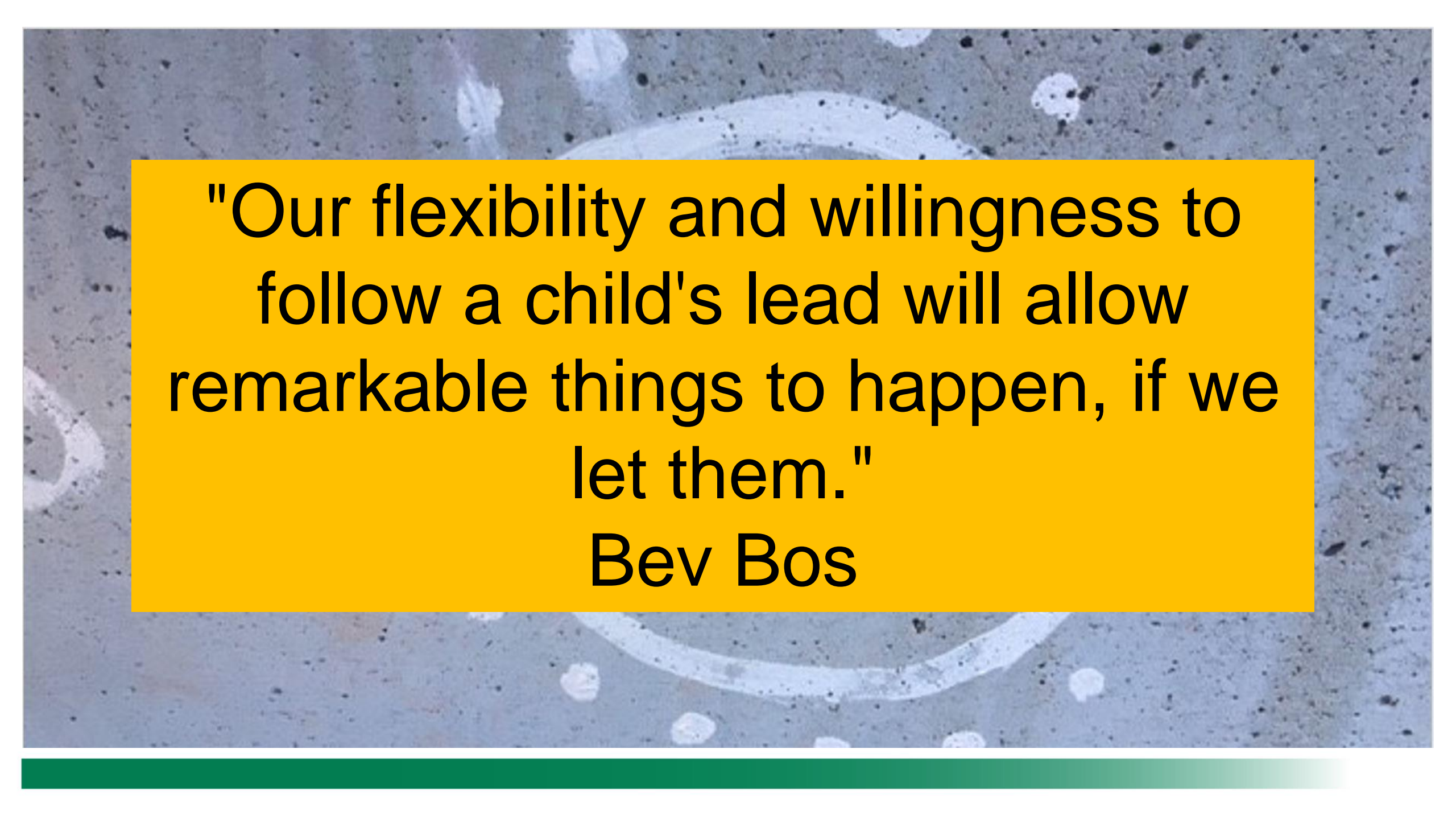
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"Our flexibility and willingness to follow a child's lead will allow remarkable things to happen, if we let them."

Bev Bos



# References

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