



EARLY CHILDHOOD AUSTRALIA NATIONAL CONFERENCE 2019

Agenda

WHAT? Professional identity

WHAT? STEM inquiry practices

HOW? Strategies for strengthening

professional identity



Professional identity

Professionalism

Professional competences and behaviours

Professional identity

Image of who you are as a professional



Professional identity

We can create environments that encourage the formation of professional identities through

- Self-reflection
- Feedback
- Exchange with others

- Supportive team culture
- Exposure to different practices





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FROM VISION TO ACTION

Inquiry Based STEM Learning

- Recognise prior knowledge through observation and conversations
- Recognise current understanding of STEM concepts
- Provide opportunities for children to gradually extend concepts
- STEM is everywhere! We can learn to recognise STEM learning opportunities
- Kindle your own excitement about STEM discovery and research
- Children take age-appropriate responsibility and are involved in decision-making

STEM inquiry based projects

- Projects develop organically
- Children are actively involved in decisionmaking
- Educators take different roles and facilitate learning



STEM inquiry & you

Reflect on your role in the adult-child relationship

- STEM inquiry emphasises a child's potential
- The children take an active part in their learning
- The adult-child relationship develops organically and mutually

STEM inquiry

Explore your environment:

- STEM is everywhere train your STEM muscles!
- The children ask STEM-related questions everyday day!











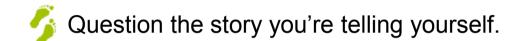
inquiry based learning & you

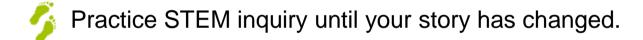
Develop self-confidence and enthusiasm for inquiry

- Your enthusiasm is much more important than your knowledge.
- Your role is diverse!
- The children take age-appropriate responsibility
- Peer-group learning plays an important role

STEM inquiry & you

Rewrite the narrative!





STEM inquiry & you

Enhance your educational philosophy

- STEM inquiry can be integrated into your existing approach
- Strong alignment with the EYLF principles, practices and outcomes
- Environment encourages reflection, feedback and exchange with others

Thank you!!!



www.littlescientists.org.au hello@littlescientists.org.au





STEM confidence

The majority of participants did not feel confident about their STEM knowledge.

75%: perceived lack of Engineering knowledge.

53%: perceived lack of Science knowledge.

STEM inquiry projects

Mini landfill

~ Sweetpeas Kindergarten, Cranebrook, NSW



"What's landfill?" asked one of the children and planted the seed for a great inquiry project.'

'Every day the children checked which materials were decomposing in our mini landfill.'

'Some children were disturbed seeing the plastic rubbish essentially unchanged.'

STEM inquiry

Explore your environment:

- Can you spot STEM in the room?
- Anything you might wonder about?















