

Reflection On Three Modules

Child-centred Documentation for the Quality of Early Childhood Education & Care.

Doing Child-Centredness from an Embodied Perspective.

The Power of Stories for Child-Centred Practice in Early Childhood Education & Care.

Each and every one of the 3 modules above really concentrates on how to involve oneself with child-centred practice. As a student studying Early Childhood Education and Care, the modules gave me a whole new perspective on how to carry out practice. The modules were easy to follow and not full of overwhelming paragraphs which made it an easy and enjoyable read. There were 3 topics; one from each module that I found particularly interesting in terms of contributing to my development as a professional.

1. I found that the **Learning Stories and Learning Journeys** as ways of documentation are great ideas of gathering children's works and activities. The learning stories are short narratives that may consist of the child's interests, feelings and motives. Whereas a learning journey consists of a collection of materials related to the child's activities. I feel that each style may work for all children or learning stories might be more ideal for children who may not overly interact or take part in activities within the setting. I feel that if I was to pursue my degree into working in a setting I would absolutely take these two styles of documentation with me as well as letting the children have a say on what should be put into each book.
2. Secondly, I found the **manipulatory areas** quite interesting as it talks about how items/materials are stored in terms of visual attention. It is interesting to know that if objects are placed a certain way where children can reach them, or they are in eyesight that they are more likely to engage themselves with that material. This aspect of child-centredness really makes you second think about where and how you place and store items for the children. This is an aspect I will take with me in practice to make sure children are able to access as many resources as possible to them, so they are engaging in different learning experiences.
3. Lastly, the idea of **children's life experiences as stories** is something I found very interesting as it lets us understand that children's own experiences and explorations form unique stories that are shaped by the individual child. I would in general be very interested into the side of bibliotherapy and how books can help children get through situations/complications in their life. However, in this manner of stories being

developed by children's experience, you become very aware and begin to understand where children come from and learn about them as independent and confident individuals. As a developing practitioner, this proves that it is important to listen to children, to encourage their ideas, hypotheses, investigations and processes and be sure they are respected and valued.

These were the top three topics that I had found very interesting and definitely aspects I would bring into practice.

I have just completed the child-centred modules and Mili asked me to send you some feedback. I filled out the feedback pages at the end of the modules too.

I really enjoyed the modules and I found them very informative. My course would be very child-centred and would be huge advocates for all activities surrounding this. However, even after four years of learning about a child-centred approach, I found these modules to be very informative and I learned new things that I had never considered or heard of prior to this.

Some of the parts that jumped out at me were:

1. Observing: what really jumped out at me here was the idea of learning to see. It really encapsulates the idea that we are not just watching what is going on, but we are really seeing the meaning behind what we are looking at.
2. Manipulating areas: I outlined in the feedback at the end of the module that manipulating areas really made me think. I thought that it was interesting to consider that although educators may think that they are affording children the opportunity and choice of playing with all of the resources and materials in the room, this may not actually be the case unless all of these resources and materials are reachable for all of the children within the room. It really encourages educators to consider the placement of all of the materials within the room.
3. Intergenerational learning: I thought this was a lovely idea. I think that interaction with the elderly within the setting is not only beneficial for the children and learning about older people's childhood, but it is also beneficial for the elderly. It allows connection to be made between the generations, creating a bond and a relationship that will help both the child and the elderly person.

I think that the course flowed very well. It was clear and coherent throughout and for the most part, plain language was used. However, in some places I felt as though the language that was used was quite academic. Perhaps some of the participants in this course may struggle with some of the language used if they are not from an academic background of ECCE. Just a suggestion that maybe some of the language would be simplified.

Otherwise, the course was very straight forward and interesting throughout, with great diversity.