

THE ROSE WAY BULLETIN

QUARTER EDITION 3, 2020



How Might the Power Placed Upon Values Influence the Play, the Stories, and the Learning

Values: the principles that help you to decide what is right and wrong, and how to act in various situations (Cambridge Dictionary)



INTEGRITY IS
choosing
COURAGE OVER COMFORT;
CHOOSING WHAT IS RIGHT
over what is
FUN, FAST, OR EASY;
AND CHOOSING TO
PRACTICE OUR VALUES
rather than simply
PROFESSING THEM.

Let's consider how the
understanding and enacting of
values in the early years influences
the play, stories and the learning.

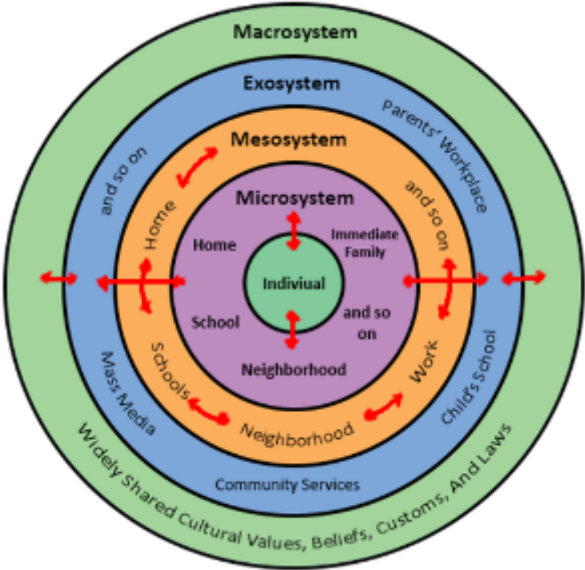


THE ROSE WAY
Fuller Education Group

To become capable, moral citizens, children need to be provided with opportunities to learn moral values ...Values education provides a way of thinking about morality which involves the question 'what kind of person shall I be?' (Halstead & Pike, 2006, p. 15).

Values are formed within the social and cultural context, through interactions with family, peers and the wider community, thus are an important factor in influencing the way children engage with others. It is imperative that these factors are understood and woven into programs; that children are aware of, and accept that others may hold differing values. The EYLF discusses the myriad of ways that foster children's participation in life, the varying ways they develop knowledge and interests and construct their own identities and understandings of the world. A key component is learning ways to socialise appropriately with others, manage feelings, behaviours and responsibilities. Those components are integral in guiding children's capacity in developing a sense of 'belonging, being and becoming.'

Children's learning and development trajectories are intertwined and influenced by the social and cultural context of their lives. Urie Bronfenner's Ecological Systems Theory explains how the inherent qualities of children and their environments interact to influence how they grow and develop.



Bronfenbrenner posits that in order to truly understand a child's development, it is imperative to view them in all their environments as they all influence children's well-being and capacity to learn. How these groups or individuals interact with children will affect their development. Children ought to be viewed as 'capable, with inherent rights in all facets of their community, to have their voices heard by people in positions of power e.g. local council.

Capacity grows as children are afforded opportunities to contribute to decisions and participate collaboratively with others, they learn to live interdependently and make informed choices. Developing effective relationships with others is a key part of children's social development and these relationships also provide a base for children's learning.

Quality Area 5 of NQF focusses on supportive and respectful relationships that foster children's growing confidence and sense of identity, ways to develop communication skills to express themselves effectively, to participate in collaborative learning and build meaningful relationships with others and developing strategies to regulate their own behaviour and learn to negotiate complex social situations and relationships. Educators play a critical in this and by providing time and space for collaborative experiences are guiding children to discover their responsibility to others, to appreciate their connectedness and interdependence a learners, to value collaboration and teamwork. Assisting children to become aware of their social responsibility, of ways to communicate effectively, to resolve conflicts, all builds their sense of self worth, and children understand their own value systems and that of others.

This aligns with the UN Convention on the Rights of the Child that advocates for the child's right to be heard, to be involved in matters that concern them, to be included in decision making. Educators make curriculum decisions that uphold all children's rights including the right to have their identities, knowledge, strengths, ideas, culture, abilities and interests acknowledged and valued in the context of their families and communities (Early Years Learning Framework, p. 13).

A SIMPLIFIED VERSION OF THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD.



<p>Article 1 Everyone under 18 years of age has all the rights in this Convention.</p> <p>Article 2 The Convention applies to everyone whatever their race, religion, ability, whatever they think or say, whatever type of family they come from.</p> <p>Article 3 All organisations concerned with children should work towards what is best for each child.</p> <p>Article 4 Governments should make these rights available to children.</p> <p>Article 5 Governments should respect the rights and responsibilities of families to guide their children as they grow up, they learn to use their rights properly.</p> <p>Article 6 Children have the right to live a full life. Governments should ensure that children survive and develop healthily.</p> <p>Article 7 Children have the right to a legally registered name and nationality. Children also have the right to know their parents and, as far as possible, to be cared for by them.</p> <p>Article 8 Governments should respect a child's right to a name, a nationality and family ties.</p> <p>Article 9 Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might harm the child.</p> <p>Article 10 Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.</p> <p>Article 11 Governments should take steps to stop children being taken out of their own country illegally.</p> <p>Article 12 Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.</p> <p>Article 13 Children have the right to get and to share information, as long as the information is not damaging to them or to others.</p> <p>Article 14 Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters.</p> <p>Article 15 Children have the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p>	<p>Article 16 Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, their family and their home.</p> <p>Article 17 Children have the right to reliable information from the media. Mass media such as television, radio and newspapers should provide information that children can understand and should not promote materials that could harm children.</p> <p>Article 18 Both parents share responsibility for bringing up their children and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.</p> <p>Article 19 Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</p> <p>Article 20 Children who cannot be looked after by their own family must be looked after properly by people who respect their religion, culture and language.</p> <p>Article 21 When children are adopted the first concern must be what is best for them. The same rules should apply whether children are adopted in the country of their birth or if they are taken to live in another country.</p> <p>Article 22 Children who come into a country as refugees should have the same rights as children who are born in that country.</p> <p>Article 23 Children who have any kind of disability should receive special care and support so that they can live a full and independent life.</p> <p>Article 24 Children have the right to good quality health care, clean water, nutritious food and a clean environment so that they will stay healthy. Richer countries should help poorer countries achieve this.</p> <p>Article 25 Children who are looked after by their local authority rather than their parents should have their situation reviewed regularly.</p> <p>Article 26 The Government should provide extra money for the children of families in need.</p> <p>Article 27 Children have the right to a standard of living that is good enough to meet their physical and mental needs. The government should help families who cannot afford to provide this.</p> <p>Article 28 Children have the right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthier countries should help poorer countries achieve this.</p>	<p>Article 29 Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures.</p> <p>Article 30 Children have the right to learn and use the language and customs of their families, whether or not these are shared by the majority of the people in the country where they live, as long as this does not harm others.</p> <p>Article 31 Children have the right to relax, play and to join in a wide range of leisure activities.</p> <p>Article 32 Governments should protect children from work that is dangerous or that might harm their health or education.</p> <p>Article 33 Governments should provide ways of protecting children from dangerous drugs.</p> <p>Article 34 Governments should protect children from sexual abuse.</p> <p>Article 35 Governments should make sure that children are not abducted or sold.</p> <p>Article 36 Children should be protected from any activities that could harm their development.</p> <p>Article 37 Children who break the law should not be treated cruelly. They should not be put in a prison with adults and should be able to keep in contact with their family.</p> <p>Article 38 Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.</p> <p>Article 39 Children who have been neglected or abused should receive special help to restore their self-respect.</p> <p>Article 40 Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.</p> <p>Article 41 If the laws of a particular country protect children better than the articles of the Convention, then these laws should override the Convention.</p> <p>Article 42 Governments should make the Convention known to all parents and children.</p>
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The Convention on the Rights of the Child has 54 articles in all. Articles 43-54 are about how adults and governments should work together to make sure that all children get all their rights. Go to www.unicef.org/crc to read all the articles.



THE ROSE WAY

Reflect. Observe. Slowdown. Evolve.



List of VALUES

Accountability
Achievement
Adaptability
Adventure
Altruism
Ambition
Authenticity
Balance
Beauty
Being the best
Belonging
Career
Caring
Collaboration
Commitment
Community
Compassion
Competence
Confidence
Connection
Contentment
Contribution
Cooperation
Courage
Creativity
Curiosity
Dignity

Diversity
Environment
Efficiency
Equality
Ethics
Excellence
Fairness
Faith
Family
Financial stability
Forgiveness
Freedom
Friendship
Fun
Future generations
Generosity
Giving back
Grace
Gratitude
Growth
Harmony
Health
Home
Honesty
Hope
Humility
Humor
Inclusion
Independence
Initiative
Integrity

Intuition
Job security
Joy
Justice
Kindness
Knowledge
Leadership
Learning
Legacy
Leisure
Love
Loyalty
Making a difference
Nature
Openness
Optimism
Order
Parenting
Patience
Patriotism
Peace
Perseverance
Personal fulfillment
Power
Pride
Recognition
Reliability
Resourcefulness
Respect
Responsibility
Risk-taking

Safety
Security
Self-discipline
Self-expression
Self-respect
Serenity
Service
Simplicity
Spirituality
Sportsmanship
Stewardship
Success
Teamwork
Thrift
Time
Tradition
Travel
Trust
Truth
Understanding
Uniqueness
Usefulness
Vision
Vulnerability
Wealth
Well-being
Wholeheartedness
Wisdom

Write your own:

Brene Brown ... is an American professor, lecturer, author, and podcast host. Brene's career has seen her studying the concepts of courage, vulnerability, shame, and empathy.

Read Brene's list of values, watch the attached video clips and consider the questions on the following page:

https://www.youtube.com/watch?v=_a1Fc6nwpkS

<https://www.youtube.com/watch?v=F-RhaNIXBNg>



THE ROSE WAY

Reflect Observe Slowdown Evolve

**I THINK.
I QUESTION.
I DESIGN.
I CREATE.
I STRUGGLE.
I COLLABORATE.
I TRY.
I SOLVE.
I INVENT.
I REFLECT.
I LEARN.**

VENSPIRED.COM

Reflective questions to ponder.....

- ❖ After reading Brene's list of values, choose one or two that are most important to you and consider behaviours that support your chosen values. Do these define you? Now consider behaviours that children demonstrate throughout the day – could this be a reflection of their family values?
- ❖ How do you support children whose values, and those of their families, may be dissimilar to yours?
- ❖ What are the values that guide your practices and how do these meld into the program? How might you nurture the concept of values in an equitable way?
- ❖ How do you guide children's developing awareness of values within themselves and others? Are there opportunities for children to make decisions about matters that affect them?
- ❖ How do you reflect on your own experiences, values and attitudes and how they may influence the way in which you guide children?

The background features a series of concentric circles in light gray, some solid and some dashed, creating a sense of depth and movement. A large, solid green oval is positioned in the center, serving as a container for the text. A thick, black, curved line sweeps across the lower left side of the green oval, adding a dynamic element to the design.

ROSE WAY DOCUMENTATION EXAMPLES

Kindergarten program



The ROSE Way

Public Education Solutions Centre

"Creativity becomes more visible when adults try to be more attentive to the cognitive processes of children than to the results they achieve in various fields of doing and understanding."

— Loris Malaguzzi

During the past six months the Rosie's community has been utilising a constellation of informed practices such as Strengths Based Perspective, Attachment Theory and Emotionally responsive practice. Through such integration of theory the pedagogy occurring has pushed boundaries to establish therapeutic responses to children experiencing trauma that is attuned, and consistent, as we delve into social and emotional teaching strategies to support children to organise feelings.

Through deep investigation a value thread is emerging to position pedagogy towards investigating values within each child, inside each age group and contained within the Rosie's community.

Findings from neuroscience (Church, 2012) suggest that moral and values within each human are not merely developed through social formation rather emanate in part from hormonal activity, more specifically it is affected by emotions, social and moral neural impulses working in concert with each other.

Current research indicates that young children hold developed and relatively mature value concepts resulting in an internal struggle between self and others, developing sensitivity to other's feelings, internally evaluating behaviour based on moral considerations and constructing pro-social behaviour. The values include self-direction, stimulation, hedonism, achievement, power, security, tradition, conformity, benevolence, and universalism.

Values are elemental to human flourishing and have the potent potential to significantly influence and transform brain development within young children.

As the pedagogy of value flourishes, we will capture the learning in our classrooms and hypothesise how the power placed upon value will influence the play, the stories, and the learning.

Research Questions will be:

- As children develop a deeper sense of connection to the identities of values i.e.. compassion, empathy, courage, how has this adjusted play dynamics within peer groups?
- When values are positioned at the forefront of children's thinking, will they be influenced to take on a strong stance around social justice issues, equality, and environmental concerns?
- What noticing's have occurred in relation to children's connections across the groupings during AM and PM collaborative play sessions?

THE FOLLOWING PLANNING EXAMPLES ARE TAKEN FROM THE KINDERGARTEN ROOM WHERE THE WORK HAS EVOLVED INTO EXPLORING THE CONCEPT OF VALUES.

Continuing from our earlier work using the ChildSpace value cards whilst engaged in meditation and relaxation, children are selecting a value card from the deck, and make assumptions about it. Discussions of each chosen value enable children to ponder what it means to them and how the value might be enacted in their play. As the children have been connecting with this ritual, they are immensely interested in discovering what their card is for the day and how the value fits in their world and the events that have transpired around them. The children's understanding of values continues to grow, shift and drift off into other facades of our learning and play.

One of the ways we continue to use the value card selected, allowing further understanding and cementation of knowledge, is for the children to use the value card in their Zentangle session. Some of the children are solely using their value card to replicate what they view and others are navigating different Zentangles of interest within the book and cards.

As we continue this ritual of exploring the values a little closer and with more time to consider the meaning. I would like to record the child's perception of the value - working towards the child writing their own value meaning on their Zentangle and actually using the child's work to create our own child-led value cards, which we could use in our space but also share with other educators at Rosie's. I have begun to introduce this idea to the children and I am gauging their interests.

As the child's understanding of values increase, they have begun to take these words and share their understanding with their families. One family shared that during the weekend, as their child listened to conversation and connects with community, when he hears particular values in discussions, he stops the conversation and shares his knowledge of values. His family felt this was an amazing way to support child's emotional intelligence.

Linking Grandparents Celebrations to our research

To incorporate our current project work into community celebrations and in light of COVID restrictions, I shared an idea with the children. The idea centred around the children developing their own questions around rubbish, pollution and how their experience was different when they were 4 or 5. Over the past few weeks, we have been sharing in discussions, having some realisations around changes that have occurred that have lead to dramatic environmental changes.

Each of the children have written a letter with a question to their grandparents and included an illustration of a place that they have been to where they recognised a large amount of rubbish.

We will use the information we receive back to research, learn new concepts and hopefully build some connections to grandparents to share their knowledge with us through the year.

Values lead to social justice awareness

Through provocations I shared with children about my experience in the world around rubbish found in the nature world, the children identified a project that they wanted to work on. Their concept centres around creating robots to help to clean up the natural world. To bring the child's ideas into the real world, we have been focusing on purposeful and representational drawing to depict how the child wants each part of their robot to look like, what features will it have and spending time asking thought provoking questions that consider the values their robot will have and the attributes that are important to the child.

To support the growing ideas, we have been exploring different electronic pieces, recycling and re-using materials, that would otherwise go into landfill, again making positive choices to support the natural world.

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Learning opportunity connected to the research focus:

Robot construction

The children have been developing a concept in their purple brain to support the growth of their robot design. The robot design incorporates the ability to clean the world of rubbish and pollution.

During the week the children will have the opportunity to investigate different types of electrical pieces as they begin to forage for the pieces they need to bring their imaginative thought into the real world. We will be accessing tools to deconstruct electrical pieces.

Learning opportunity connected to the research focus:

Environmental values

Through many narratives the children will begin a journey to discover the global issue of rubbish in our world. We will investigate literature to gain a perception from different protagonists allowing us to form our own ideas, understand and grow our value language around rubbish in the world.

Emerging Learning Possibilities for the week of:

A tool to share the planning with families and community, providing content on possible focus areas (based on educators reflection of the previous week).

The document is not a list of activities, rather it outlines a summary of the learning opportunities created in part one – pre planning of the educator journal for sharing with families. The Emerging Learning Possibilities summaries the pre-planning (from educators journal) simply and succinctly.



THE ROSE WAY

Reflect Observe Slowdown Evolve

Educator's Intentional Pre-planning notes

break down the research into smaller chunks and the research questions are presented to the children through their emerging play interests. This work builds the picture for the mid and end of term reflections.

Intentional Pre-planning

Questions to consider

- What do you want to know more about from the research focus?
- What have you noticed to be the emerging play of the children?
- How can you leverage from the children's play to document your research?
- What will you do?
- How will you do it?
- Why are you doing it?

Learning Opportunity One Rubbish and our Values.

Over the week we will begin our next step of exploring and deconstructing recycled electrical pieces - we will be using tools to pull pieces apart and we will be collecting pieces the children feel are important to their robot development. I am planning to have a box for each child to store their belongings so they can have ownership and planning to their creations.

Research Questions to Document

Bundling
• What materials do you need for your robots?

Environment
• Where have you seen rubbish?
• Can you draw or create the space you saw?

Learning Opportunity Two Environmental Concerns.

Last week Sudita shared a story book with us about environmental concerns - the children were incredibly engaged with the message in the story - importantly the impact man has on the natural world. I want to know more about the children's perception of what is happening in their world, how they interpret the issue, what they think should change and how they link the colouring of their brain to the issue including values.

Research Questions to Document

• How are Clyde and Lester impacted by humans?

• If you were Clyde and Lester what would you do to stop this behaviour?

• What values are presented in narrative?

• What colours emerge from narratives?



THE ROSE WAY

Reflect Observe Slowdown Evolve

Jottings & Notes

Reflect on the research questions developed

- What does it make you question?
- What do you want more information on?
- How can you move this work forward next week?
- What languages (ways) can you use with the children to extend their concepts?

Learning Opportunity One

What are you wondering?

The children absolutely loved the experience of working hard together to problem solve and explore the insides of electrical devices.

Moving into next week we will continue to explore the electronics already available and we also have additional pieces donated by Lokis family.

As the children are exploring I am asking the children to take ownership over a basket and begin to collect thoughtful pieces that they need to bring their robot vision into the real world.

During the construction period the children were challenged by how to construct their initial ideas - this will definitely be a process of development.

Learning Opportunity One

What are you wondering?

Over the week we continued to investigate literature and make some initial opinions about human impact on the natural world.

The children are taking on extreme views about how humans need to be more careful and considerate but I want to challenge their thinking even more to consider ways we can make the world a better place.

Moving forward we will continue to investigate literature but also create our own oral stories about the world and our interpretation of this global issue.

Jottings & Notes - a space to reflect on the research questions developed

- What does it make you question?
- What do you want more information on?
- How can you move this work forward next week?
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THE ROSE WAY

Reflect Observe Slowdown Evolve

Documentation panels or Weekly Online Learning Threads

are snapshots to share with families and children as the work develops. Documentation is clustered over periods of time and reflective thought is used to consider further learning opportunities. Educators use a range of tools and strategies to gather rich and meaningful evidence of learning, including panels of documentation, photos, audio and audio visual, artefacts (drawing, clay work, painting, writing) and jottings or transcripts of conversations.

Brainstorming with the children – data captured whilst working in small groups and used to display on programming walls. Additionally, this raw documentation can then be dropped in the Ebook or Storypark thread, as is, or typed.

Panels or Weekly Online Learning Thread

Yarn: What have you learnt about rubbish in the world?

Louis: rubbish can look like a jellyfish to a turtle. If the turtle eats the plastic bag, she will get sick.

Maybe someone can see the turtle, dive down and take the plastic bag to the bin. Maybe my robot can do that - if he is tired he can use a jet pack.

Emilie: we put our things in the rubbish stuff in the bin everyday. Some times people forget some days. I have to remind them, I would "Don't put rubbish on the floor, because they aren't being nice to the animals".

Taye: Rubbish on the land - the digger digs all the rubbish out and puts it in the rubbish bin.

oscar: Fish ate plastic bottle, if he saw a shell in a plastic bottle and tried to grab it, he could get his head stuck in it and he couldn't breathe.

awinton: A snake can find some rubbish - he ate a big plastic glass - he eats it and it goes down to his body and he got his tail cut in half. We need to throw the glass in the bin.

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ROSE WAY DOCUMENTATION EXAMPLES

E-book or
Captured Story (online)

DOCUMENTING THE JOURNEY OF:

How Might the Power Placed Upon Values Influence the Play, the Stories, and the Learning

KINDERGARTEN EBOOK EXAMPLE – the ebook is the polished documentation that is shared with families at the end of the term and captures the whole terms investigative work of the children and educators. The ebook utilises the documentation panels information that has been captured throughout and term and is transformed into a rich, in-depth story of the learning of the whole group.

Research Focus Term 3, 2020

During the past six months the Rosie's community has been utilising a constellation of informed practices such as Strengths Based Perspective, Attachment Theory and Emotionally responsive practice. Through such integration of theory the pedagogy occurring has pushed boundaries to establish therapeutic responses to children experiencing trauma that is attuned, and consistent, as we delve into social and emotional teaching strategies to support children to organise feelings.

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* What noticing's have occurred in relation to children's connections across the groupings during AM and PM collaborative play sessions?

Project One: Through educator scaffolding the children became aware of the environmental issue of rubbish in our world. The children will explore many different types of literature to increase their understanding, developing empathy, courage and compassion to make a difference and change in their world.

Project Two: As the children took own ownership and understanding of the environmental issue of rubbish in their world, they become empowered to take a stance and brainstorm a way to help the world and environment. The children's idea was to create robots.

**Specific Project Work for
Kindergarten Two
Value Research Focus**

Project Three: During the term, we celebrated Grandparents week at Rosie's. Due to COVID we were unable to celebrate the way we always do. Instead, the children and I decided to create letters to our Grandparents in the hope of gaining further insight into the rubbish problem, with a focus on understanding the changes that have occurred over time.

Project Four: The children have been researching value cards each day during meditation. Through this research, the child has developed a strong concept of what values mean. We have been using the value cards and merging this with our Zentangle practice, to record the child's original concepts of their values, in the hope of sharing these with the other groups at Rosie's.

Yarning about Rubbish 15/07/2020

Z: If you throw rubbish in the world, fish or turtles can die or get sick

Q: Animals can get stuck in plastic bottles...sea gulls can get their heads stuck

F: It's not good for the environment!

A: Not beautiful

T: The dump truck use Paw Patrol and put all the rubbish away

T: People drop rubbish and crocodiles eat it and spit it out and run away

I: Maybe if it goes in the sea, it goes very deep down and the shark will eat it and die

L: The fish could find some rubbish and the people could leave rubbish on the island.

E: Maybe someone threw a rope on the beach and maybe the shark and sea horse ate the rubbish and died, a dolphin too.

O: What if someone drops a coin in the water and the fish ate it and the fish would die all the way to the bottom of the sea.

Yarning about Rubbish 13/08/2020

L: Rubbish can look like a jellyfish to a turtle. If the turtle eats the plastic bag she will get sick. Maybe someone can see the turtle dive down and take the plastic bag to the bin. Maybe my robot can do that, if he is tired he can use a jetpack.

E: We put our things in the rubbish bin every day. Sometimes people forget some days. I have to remind them, I would say "don't put rubbish on the floor, because they aren't being nice to the animals."

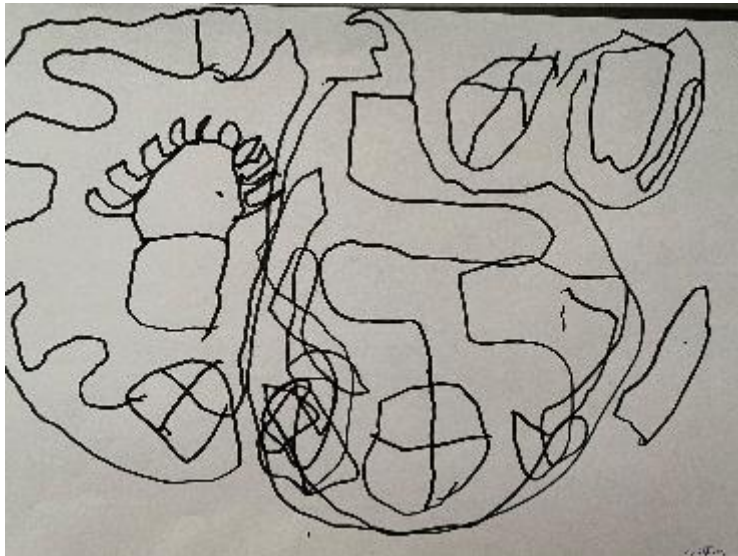
T: Rubbish on the land comes out, the digger digs all the rubbish out and puts it in the rubbish bin.

O: fish ate a plastic bottle, if he saw a shell in a plastic bottle and tried to grab it he would get his head stuck in it and he couldn't breathe.

Q: A shark can find some plastic, he ate a big plastic glass, he eats it and he goes down to his body and he got his tail cut in half. We need to throw the glass in the bin.

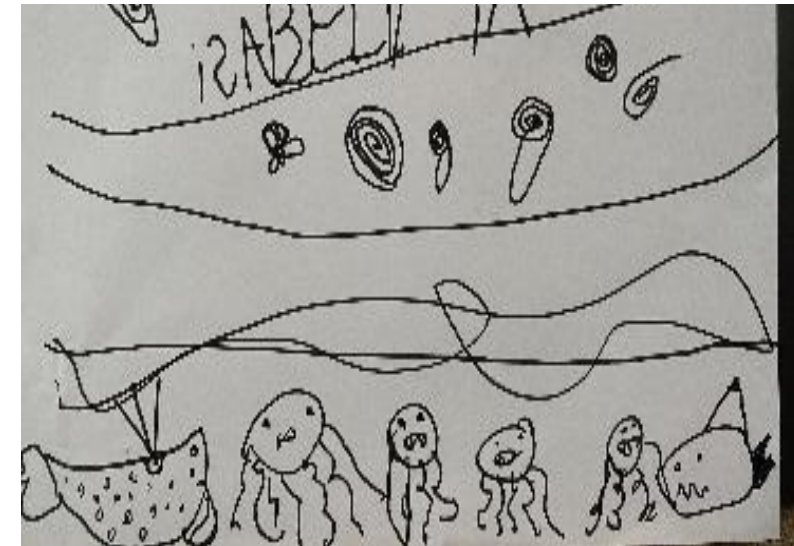
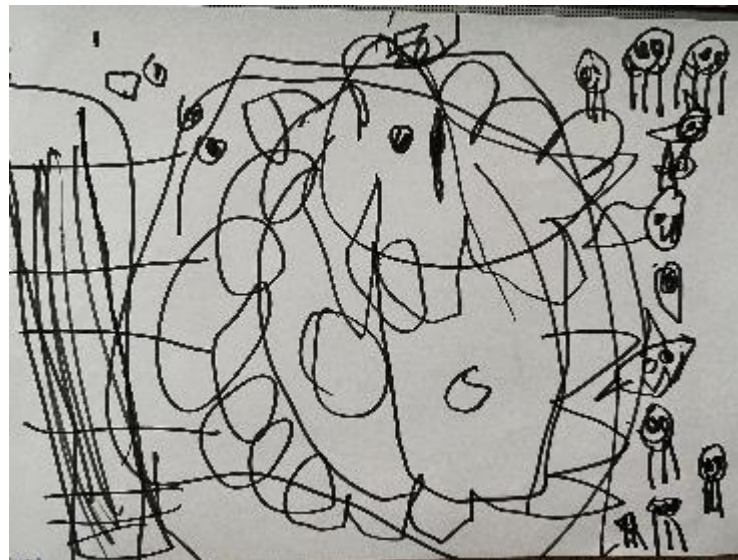
Representing our understanding of rubbish

“In order to promote such values, the goals of teaching are to help students understand and apply these values and to provide a safe and secure learning environment to explore values within a whole school approach”([DEST, 2005](#)).



I have a recycling bin in my home. I put bottles and cans in it when we drink them all. The rubbish truck takes it all away to recycle

These are jellyfish and these are sharks. They are swimming around the world. There is rubbish in the ocean. There is toy rubbish, broken robots. Put the rubbish in the bin because it makes a mess.



I went to 1770 with my family. The beaches were very clean and we only saw a little bit of rubbish. They were taking care of. I saw dolphins, crabs, shells, humpback whales and lots of starfish. The water at the beach was blue and clean. I didn't see any plastic bags floating in it, so that was really good!

Merging our research with community research

The children have become so passion about discussing their growing concepts of environmental issues and brainstorming ways to protect and care for the natural environment. I wanted to push their voice out into community to ensure that others can see and hear how connected our Kindergarten children are with their world forging them as contributing and active citizens around social justice issues.

I browsed the world to find creative ways to do this purposeful act and I found an Australian competition that is being developed around children and all ages sharing their understanding of the environment and issues we face as a community.

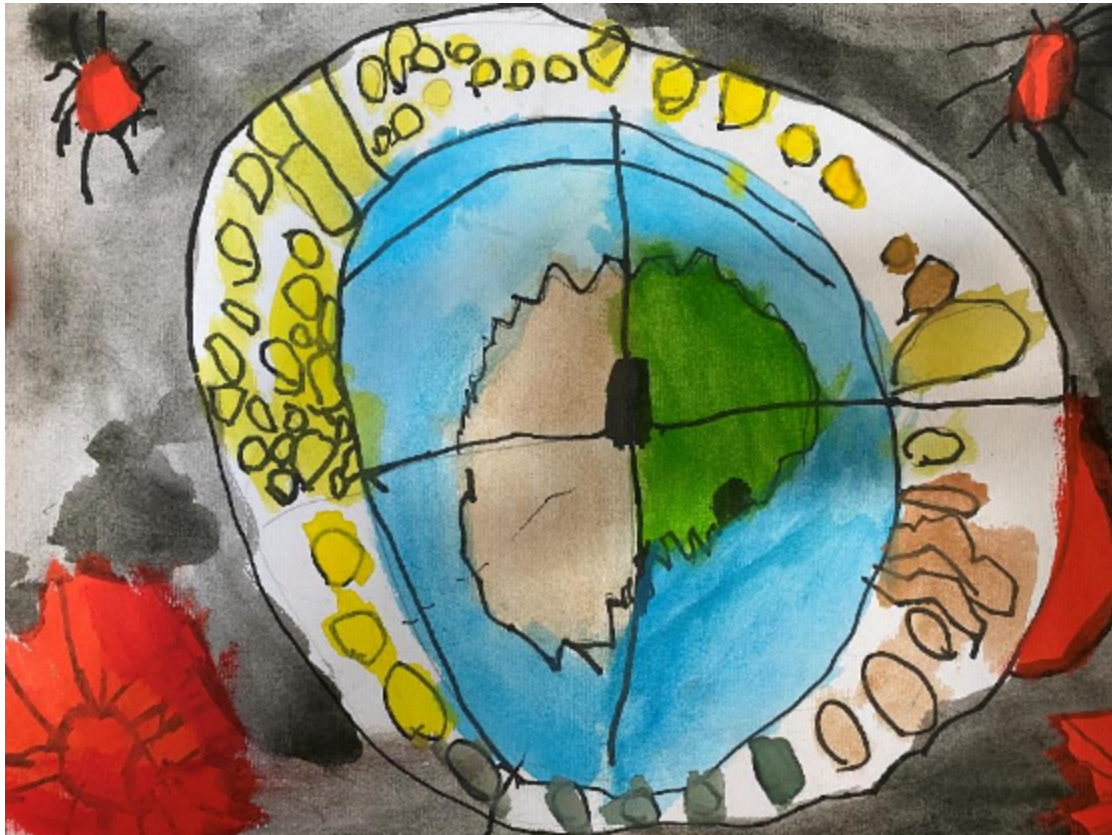
I brought this competition to the children's attention and they were so enthusiastic to share their voice, they were instantly empowered.

Over the new few weeks, the children and I really deepened our investigation into the world and began to develop strong concepts about what each child wanted to say about their concerns in the environment.

The children each used the language of drawing and painting.

When the children are content and feel they have finished their work, we will enter them into the competition.

"Children are active, competent learners who learn through interactions with people, objects, symbols and ideas. High-quality verbal interactions between teachers and children have a significant influence on children's understanding of the language of learning and a positive impact on learning outcomes. It is important for teachers to acknowledge the diverse communication skills of kindergarten children."



I drew houses with people and a factory with pollution coming out and rubbish in the pipes going to the ocean

This is Earth and the Ozone Layer with pollution hurting the Ozone Layer and the sun is coming through



My picture is Lester and Clyde, two frogs, in the pollution pond. There is lots of rubbish in the pond

There is a whale stuck in a net and some boats coming to get the net off the whale and there is rubbish and white coral





Grandparents Celebration

Annually at Rosie's, we stop and consider our Grandparents and Important people in the children's lives. In past years, Rosie's would open it's doors and invite Grandparents to spend time exploring our environment, yarning together and spending quality time together.

"These contexts provide opportunities to help strengthen children's wellbeing, sense of identity and pride in their cultural heritage by building connections to people, places and languages. They provide opportunities for children to share decision-making and be supported to make choices. Children's prior and current social and cultural experiences will influence their engagement with the learning contexts."
(Kindergarten Guidelines, 2019)

Dear Grandparents of our beautiful Rosie's children,

My name is Makaela and I am your Grandchild's Kindergarten teacher.

I wanted to say first, Happy Grandparents Week! You all play such a special role in nurturing and helping to grow our young citizens.

Due to the current COVID19 situation, we were unable to celebrate Grandparents week as we normally would, instead we need to adjust to a new kind of normal.

The children and I worked together to brainstorm how we could authentically connect with each of you and learn something from you that is relevant to our current research, focusing on rubbish in our world and the environmental effects.

Through much discussion and debate, each of the children developed an individual question regarding rubbish and the differences you have noticed from when you were 4 or 5 to now?

The children have also included an image of a place that they have seen rubbish in their world, to show you the issues they have observed.

We would really love for you to respond to the children's questions and you can do this in a few different ways:

- You could send us a letter back to: PO BOX 5119, Daisy Hill, 4127
- You can email your response to rosiesearlylearning@gmail.com

We really look forward to hearing from you all!

Kind regards

Makaela and Rosie's Kindergarten Children

Letter to, and
reply from a
grandparent – a
genuine way to
involve families
in the program

When you were
in primary school
little did you
use plastic bags at
the shop?

I grew up in England after World War II and plastic bags had not been invented (thought of) then. My mum did her grocery shopping at a small shop across the road from where we lived. This was called a co-op shop and they sold everything except meat. My mum would take her own shopping bag which was made of thick fabric to carry her groceries in. If my mum wanted to buy some sugar or flour this was sold in cardboard containers or was just sold loose which meant she could have it weighed and placed in a paper bag to be taken home. Nothing was wrapped up in plastic only paper or cardboard was used. My mum would shop every day for the food that she needed on the day. We would also buy sweets (lollies) from a glass jar and take them home in a little paper bag. If we bought fish and chips to take home, these were wrapped in newspaper and tasted delicious. If we bought fresh bread, it was also wrapped in tissue paper, greaseproof paper or a brown paper bag. It was never sliced at the shop and mum would cut it up at home.

We had very little waste to throw away as we used to re-use the paper we got from the shops. The brown paper bags were used for sandwiches if we went to the park and the newspaper was used to light our coal fire in the morning as England can be a cold country to live in. It was probably a good time to grow up in as nothing was made of plastic and our oceans, rivers and lakes were never clogged up with used plastic bags thrown in by people who had used them. The birds and wildlife never got sick from eating plastic that had not been thrown away properly into a bin.

Value Ritual: What Values Mean to Us

E: Patience: It means when someone else is talking you have to wait for your turn. I am patient when I build transformers.

F: Love: it means you love someone, you love them forever.

L: Respect: that I listen every time to your teacher so you are respectful.

O: Courage - when T doesn't want to go up the top I go and tell him that Q is here and Q and T will play together.

I: Resilience: when something is very hard you keep on trying. I have shown resilience today when I was trying to dig up that rock and it was hard but I did it.

T: Empathy: I play with Q, E and O play dinosaurs.

Q: Creative: if someone made a big creation out of lego, if someone needs help, they can ask for help.

E: Generosity - I play with A and I give A the shovel if he needs it.

G: Empathy - These twins that I saw at the park - I helped them go down the slide.

I: Courage: When someone is not brave enough to do something and you go and say to them it's going to be okay.

L: Compassion: In the car, when we go to the movies - it was really hard to wait.

O: Gentleness - When someone comes to help me when I am sad and gets me my drink bottle. Also my dad taps me on the back gently and that shows gentleness.

T - Love: Love means its like cuddling my mum

A: Resilience- try, try, try until it's good.

L: Creative - It means you can make something cool like the big dino I made.

T: Power - Be very strong, help and use power.

Interconnected Rituals

Investigating the concept of values with our young citizens has been an ongoing lens being utilised at Rosie's over Term 3. The children have consistently been researching and investigating value words, what they mean and how they pertain to each child individually.

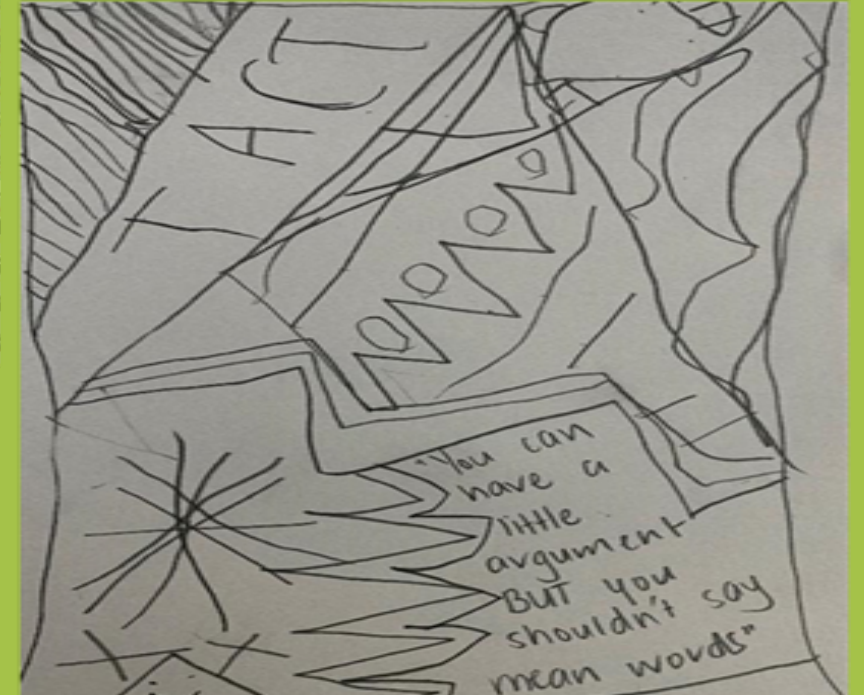
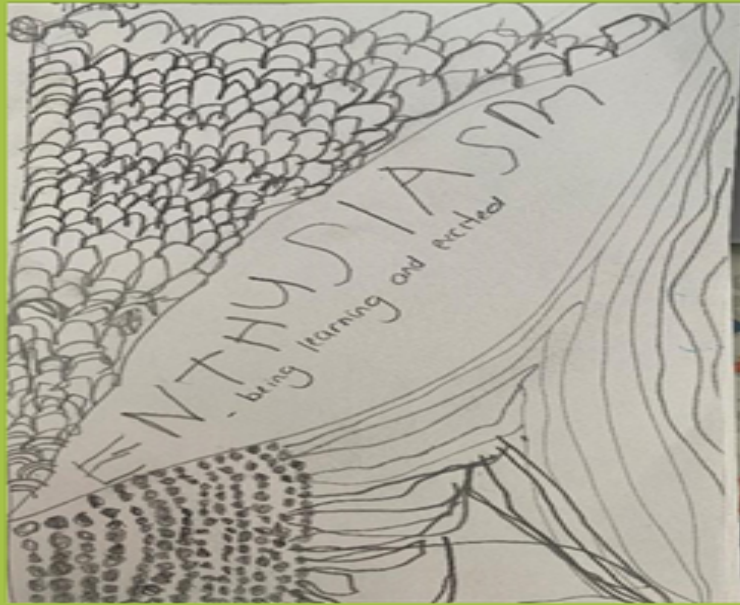
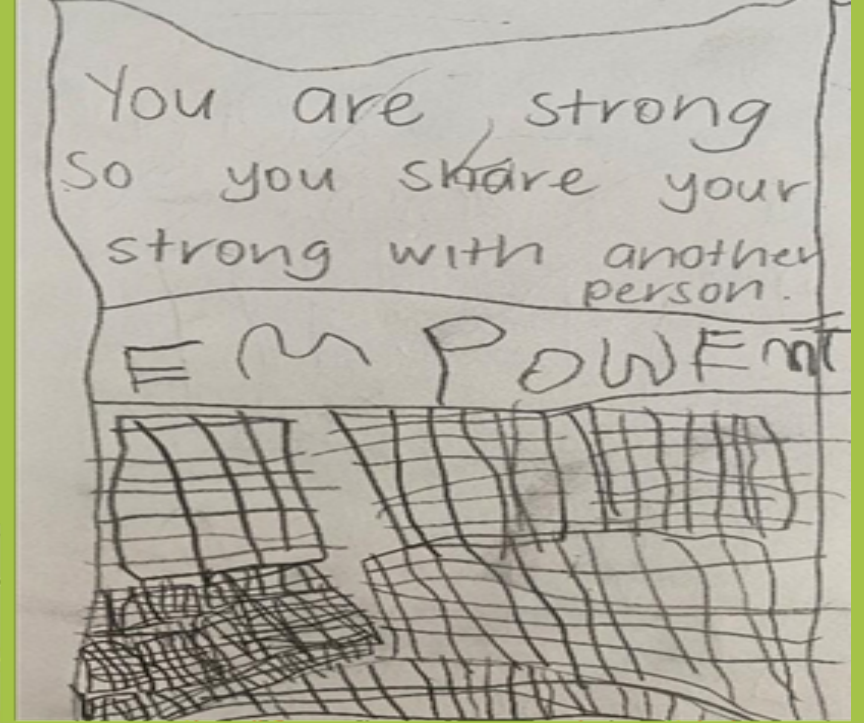
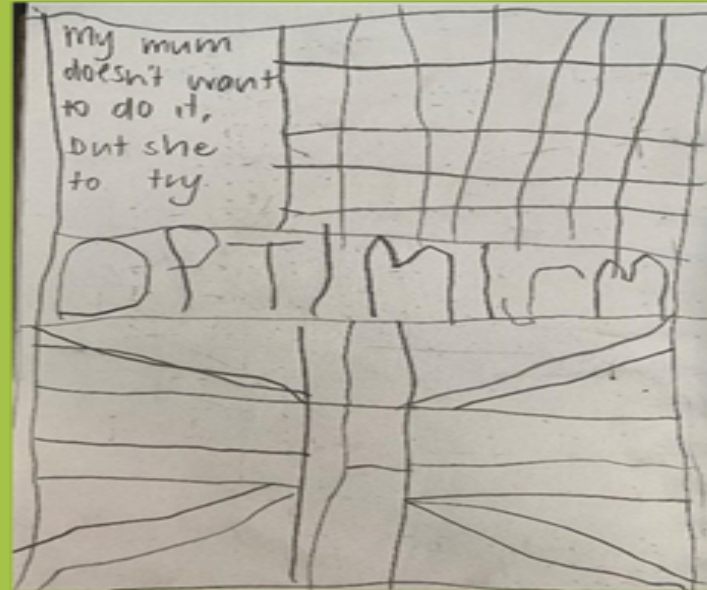
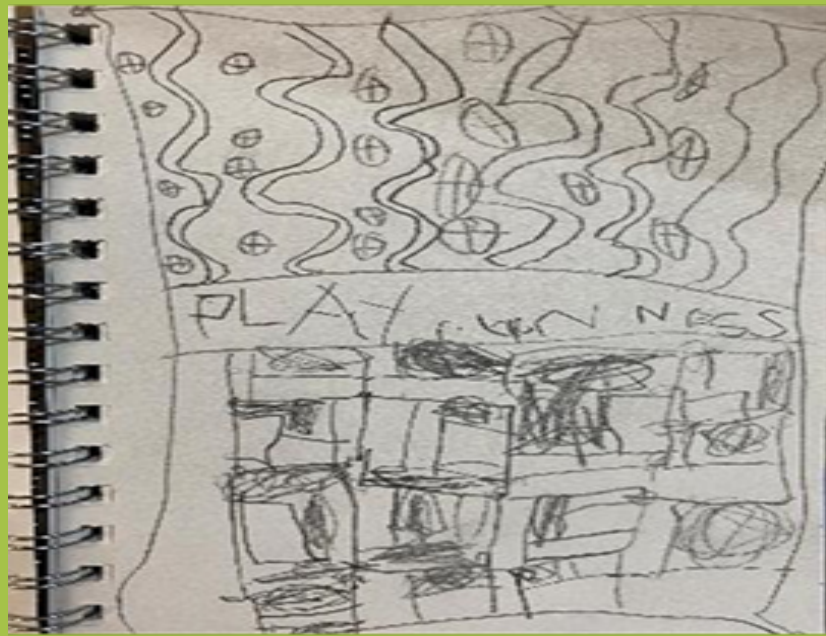
The way we explore the values centres around the child randomly and sometimes meaningfully selecting a value card during a group meeting, the child considers the value, we read what the value means and the child shares their own perspective or experience of their value, opening up group value growth and really forging us together as a team.

As the children's value knowledge, individually and collectively, has deepened, we made a decision as a team to incorporate our value work with our Zentangle exploration.

Zentangle has been a meditative drawing language that we have been exploring over the year. Zentangle asks children to focus on different drawing techniques including lines, circles, swirls, curls and a variety of shapes drawn together into patterns, developing really creative art. How this looks in practice is the child brings their value card to their Zentangle session, they observe different Zentangle patterns that are represented on their Value card. During their drawing aspect, the child is asked to further consider what the value means to them, how they have enacted this value and consider how they would like to record their understanding of the value i.e. the words they want to use to express their meaning.

Through weeks of this type of research into values through their many languages, the children are developing a sound understanding of different values, considering the values they enact while they are being, seeing and doing.

As an onlooker to this exploration, I feel energised by the children's growth and ability to read social situations to decode the different ways people are feeling- it is almost like they have developed a deeper understanding of humans and their behaviour which assist the child to learn very early who they are and what is important to them in their life and world.



Our values represented through Father's Day gift giving

Each year the children at Rosie's take time to celebrate the special people in our families, over this term we acknowledged our Dads.

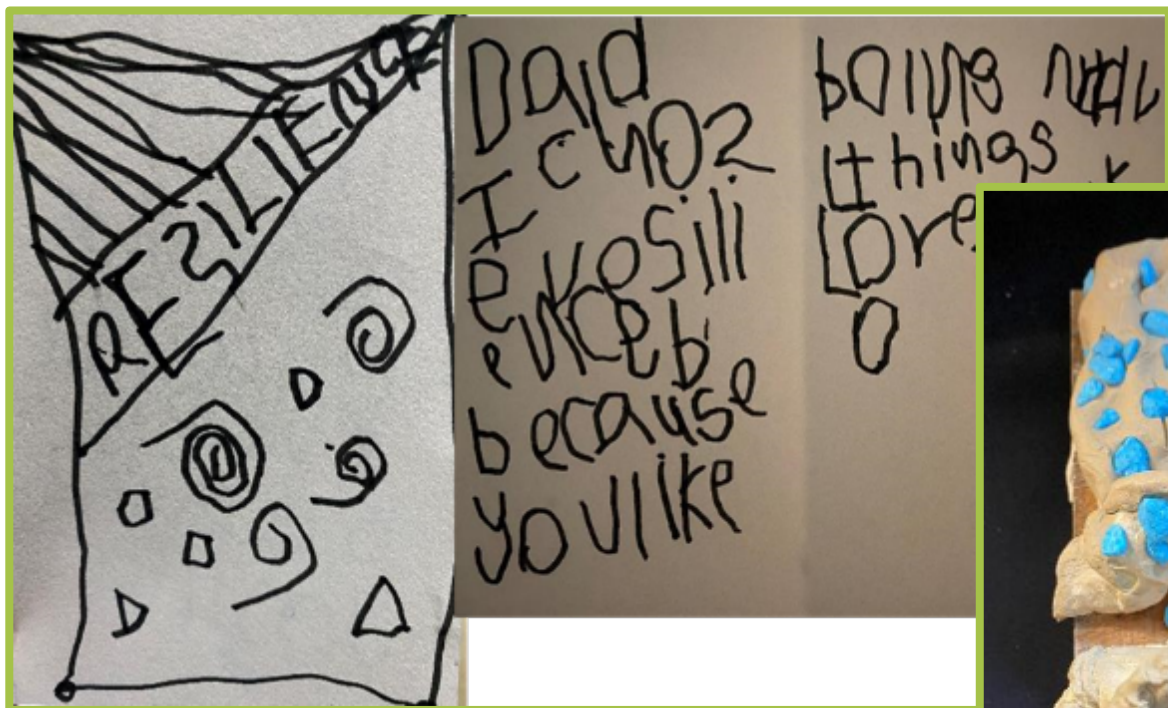
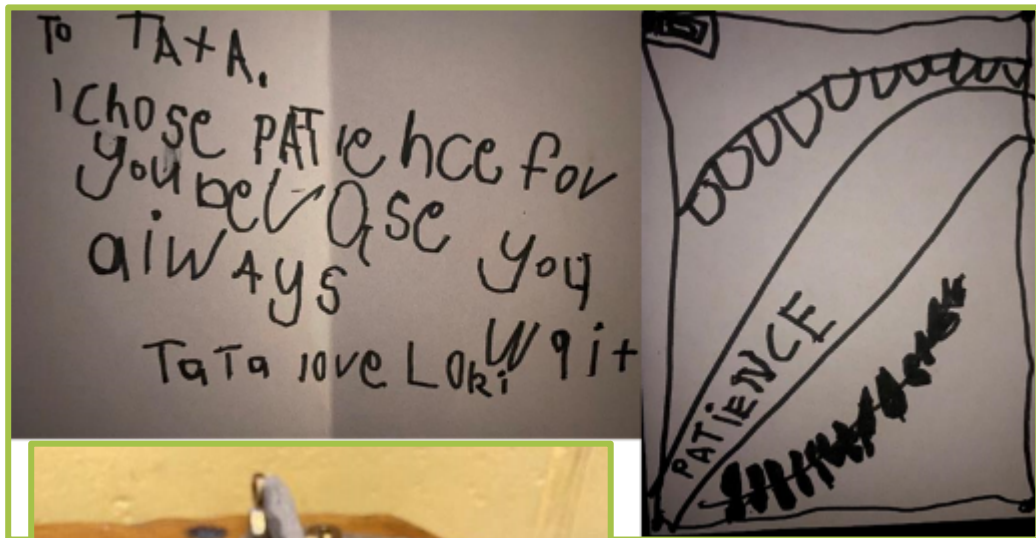
This year, with the research focus in mind, I wanted to provoke the children to consider their knowledge of values, their understanding of values in other people and taking the time to utilise their creativity and kindness value to develop a special gift for their Dad.

Over the weeks leading up the Father's Day, the children and I individually considered which value card aligns with their Dads and the child chose to Zentangle our special value cards and write why they chose the value card for their Dad.

The children also developed a gift for their Dads, as they reflected on the questions

- what does your Dads need?
- How would you like to share kindness with your Dad?

Through this questioning, each developed their own special gift for their Dads, that showed their love, kindness, compassion and creativity values.





THE ROSE WAY

Reflect Observe Slowdown Evolve

End of Term 3 Reflection Kindergarten 2 Social Justice

Through natural yarning and sharing in our space, the Kindergarten children took on the responsibility of trying to make a difference in their world around the access use of plastic rubbish and how it affects the natural environment. The children have taken a strong stand on this issue and have many important voice to share about how they want to care for and protect the planet. The children have been gaining research through exploring with carefully selected literature around different environmental issues and engaging in deep and meaningful dialogue around issues.

When the children are discussing their opinions, they are incredibly passionate about their growing perception and they are deeply engaged with gaining new information and adding layers to their research. The part of this journey that excites me, is the children are really forming as a team, sharing in discussions, listening closely, asking questions or adding their opinions. I feel their sense of personal values are increasing, as they take on solid concepts.

Moving into Term 4 the children continue to show a new to gain new information around environmental issues. We have begun to explore some different information pertaining to how long it takes for rubbish to become 'invisible' and the children have shared their passion to show others the information they are gaining through writing signs- a lot of the children want to place signs at the front of Rosie's and others have suggested that they could also put one in front of their home to share the information within their community.

Integrating value work with social justice issues

Over the last week of the term, we were graced with a beautiful book from Quinton's family around the issue of the sea level rising. The book brings to life the important issue of the sea rising and shares a tale of humans not listening and the impact of this. Through the story, the children were wide eyed and listening so intently, they were really taken by the story and it lead to some dynamic discussions by all of our team. I provoked the children's thoughts by using our value cards to discuss the issues absorbed into the literature. The children really reflected on their knowledge of different values and through their discussion, I could really hear how they have taken to the value pedagogy and are gaining a deep understanding of values, how they can guide choices and gained the ability to decode their surrounding and what they are listening to in their world.

I would like to continue this pedagogy through different literature that we explore and really further embed value systems into the children's natural thoughts in their lives within and outside of Rosie's.

"Internationally, there is a well-established literature base around research and advocacy for children's rights to participate in both public and private decision making, especially in matters that directly affect them" (OECD, 2006; Woodhead, 2008).

Zentangling our Value cards and expressing their meaning

The children have been involved in a two part exploration of their value's through accessing value cards, sharing in verbal dialogue and then transferring their knowledge into written language include early literature of writing the words on their value cards.



THE ROSE WAY

Reflect Observe Slowdown Evolve

The Zentangle work developed by the children continues to further grow, flourish and become bolder in design. The children have gained the ability to observe the cards and mirror the Zentangle patterns by themselves. Through the child's own lead exploration, they are beaming with enthusiasm, passion and integrity as they observe their hard work and see the value in it.

I would like to use the children's even growing collection of Zentangle designs to share within our Rosie's community through bringing the children's work into the environment and making it visible for their community, growing the perception of how capable and competent children are. I would also like to share the cards with the other groups at Rosie's to forge forward with their pedagogy around embedding values into their rituals at Rosie's with all of the children. I feel that this will boost the Kindergarten children's perception of self as a competence learner and a global citizen whom has impact and growth to share with others in their community.

"Active involvement in learning builds children's understandings of concepts and the creative thinking and inquiry processes that are necessary for lifelong learning. They can challenge and extend their own thinking, and that of others, and create new knowledge in collaborative interactions and negotiations. Children's active involvement changes what they know, can do, value and transforms their learning" (Early Years Learning Framework, 2008)

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CREATING A ROSE WAY ENVIRONMENT







The background features a series of concentric circles in light gray, some solid and some dashed, creating a ripple effect. A large, solid green oval is positioned in the center, containing the main text. A thick, dark gray curved line sweeps across the bottom left of the green oval.

WHAT'S HAPPENING?
WHAT'S NEW?

News from the
ROSE Way Member site

**OUR NEW COLLECTION
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These guided training session will take you through step by step proven effective reflective practices to engage your team in deep critical thinking. All sessions have embedded links to questions, activities, and readings and/or videos/podcasts, everything you will need to get started.

Included in the session is a facilitator guide. This guide will support the facilitators with strategies when working in small groups to gain the best from everyone. An audio link for the guide is embedded in the resource for those who may prefer to listen rather than read. Everything included in the one price.

TOPICS INCLUDE:

PHILOSOPHY AND PRACTICE PROVOCATIONS FOR PLAY CHILDREN'S VISIBILITY IN COMMUNITY

LOOKING THROUGH THE LENS OF AN EDUCATOR BUILDING CHILDREN'S AGENCY



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