

Appendices

Training on the job: How do home-based coordinators support educators to notice, recognise, and respond?

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Appendix A: Visit sheets

Hamilton Childcare Services Trust – Homebased Childcare Carer Visit Sheet

Carer's Name: _____ Date: _____ Time: _____ to _____

Children _____ in _____ care:

Review of previous visit sheet/goals.

Child & Carer observation and interactions:

Child portfolios (noticing, recognising, and responding)

Safety standards met Yes No If No, comments

Carer's goals and support from Co-ordinator:

Signatures

Administration

Educational Resources

Household

Equipment

Monthly Focus:

Reminders:

Home-based Childcare Visit Sheet

Playgroup / Gym / Drop In

Date: _____

Time: _____

Co-ordinator: _____

Educator: _____

Children Present: _____

General Information:

Learning stories

Parent contact

Appendix B: The role of the co-ordinator

This study focuses on the role co-ordinators play in supporting educators to notice, recognise, and respond to children's learning. Co-ordinators are required to be registered early childhood teachers. The co-ordinators describe their role as including the following:

- Educators are contracted to our service on completion of necessary checks—we may be responsible for doing this if they are coming directly into our networks, otherwise they transfer with completed certificate from another network.
- The certificate required as a minimum is the Orientation Module of the Certificate in Family Day Care.
- We enrol families once they have determined which educator they wish their child to go to.

In addition, co-ordinators are responsible for:

- visiting the educator's house while children are in care at least once a month
- visiting all children in each educator's care at least once a month
- working with educators to establish learning goals for each child
- discussion of any related issues, e.g., behaviour management, health
- discussion of unrelated issues that may have impact on educator and their ability to work—family issues, personal issues
- role-modelling appropriate behaviours and relationships with children and adults
- regularly monitoring the safety of the home
- building relationships with educators, children and families through regular contact and support
- providing professional development for educators
- helping educators to notice, recognise, and respond to children learning through discussion and role modelling
- arranging alternative care when educators unavailable
- providing supervision and role modelling at playgroup and gymnastics
- following up on complaints.

Some of the key tasks as specified in our job description are to:

- give guidance and support in implementing *Te Whāriki* (Ministry of Education, 1996) throughout all aspects of the child's day
- monitor progress in achieving aims and goals and methods and behaviour management as set out in the Charter, Policy, and *Education (Home Based Care) Order 1992 and Amendment 1998*
- work with children on home visits

- understand and help educators to apply the *Education (Home Based Care) Order 1992 and Amendment 1998*
- provide in service training for educators and support and encourage participation in outside courses
- have total support and liaison with parents; be available to parents for consultation
- interview prospective educators when required; have the ability to select the best person for the job
- maintain accurate records of all administration.

The research questions focused on one aspect of the co-ordinators' role, specifically the ways in which they support educators to notice, recognise, and respond to children's learning. This includes the support provided when working one-to-one with educators during visits to educators' homes, the professional development workshops run by co-ordinators, follow-up meetings and role modeling, and discussions at gym and playgroup sessions.

What co-ordinators typically do on a visit

Co-ordinator visits to educators have many facets. During regular monthly visits co-ordinators develop their relationship with the educator in various ways. This relationship can be built and strengthened by discussing pressing issues, current issues, and by sharing our knowledge. Co-ordinators also support their educators in whatever manner they feel is relevant, while maintaining professional boundaries.




Co-ordinators also build up a relationship with each child and role-model interactions with children by getting down to their level to play and converse with them. On a visit co-ordinators discuss each child's learning goals and the Educator's ability to work towards that. Questions are asked—How we can assist with achieving this? Is it being recorded and how can we help with this?—and goals are set.

During visits co-ordinators also record evidence of children's learning. Visit sheets (Appendix 1) are completed either during the visit or later (in the case of a drop-in, for example). Co-ordinators also often digitally record children's learning, taking photos and writing learning stories and narratives.

Co-ordinators' own styles influence how they work, how long it takes to do the work, how effective they are at imparting knowledge, and how good they are as a communicator.

Appendix C: The “me page”

A warm friendly family is what I have
Ben is the name of my hus and
Cuddles are a must and can always make me smile
Doing mosaic is my hobby to do on weekends
Every Christmas we always go to the beach for two weeks
Fruit is my favourite food
Getting together with family is great for us all
Have always wanted to work with children
I love having children over to play at my house
Jazz ballet was my passion while I was just a little girl
Kids make me smile every day and they keep me happy
Love to cook while listening to music
My job is the best job, I love meeting more children
Nathan is the name of my son
Often enjoy a night out with my girl-friends
Playing puzzles with Samantha is fun
Quilt making is quite a fun hobby
Red is my favourite colour that I like to wear
Samantha is the name of my daughter
Tracy is my name
Used to work in the hotel industry
Very happy at home with my lovely children
We love entertaining with people in our home
X is for x-ray
You are always welcomed in our lovely home
ZZZZZZ is the sound I love to hear from my kids after a great playful day





**Hello, my name is
Xxxxx Yyyyy . I have
been a home-based
carer since 1995.**



I love to encourage children to create works of art which I keep for them in their scrapbooks.

I live with husband Zzzzzz in a little house with a big yard surrounded by native trees and magic gardens. We grow sunflowers and swan plants each year. Children develop a passion for nature and living



Our big yard, trampoline, and collection of bikes encourages plenty of physical activity and outdoor play.



I enjoy many activities at home and outings with the children in the van: playgroup, gymnastics, mainly music, kindergarten pick-ups and drop-offs, and visits to local parks and playgrounds.



Kia ora.

My name is xxxxxxxxxxx. I am the Co-ordinator for the Dinsdale, Frankton, Nawton, Forest Lake and St Andrews areas, for Hamilton Homebased Childcare. I have worked in Homebased childcare since 1996, firstly in Christchurch for 7 years, and now in Hamilton.



I come from a strong dutch background, and would love to go back to visit.

I am married with four adult children, none of whom live at home. They left us with their cat!



I love to get out on my bike for a bit of exercise. Or go out for a walk.



I love my job because I get to visit and play with children on a regular basis. They inspire me by the way they learn so much so quickly, sometimes without us even noticing how.



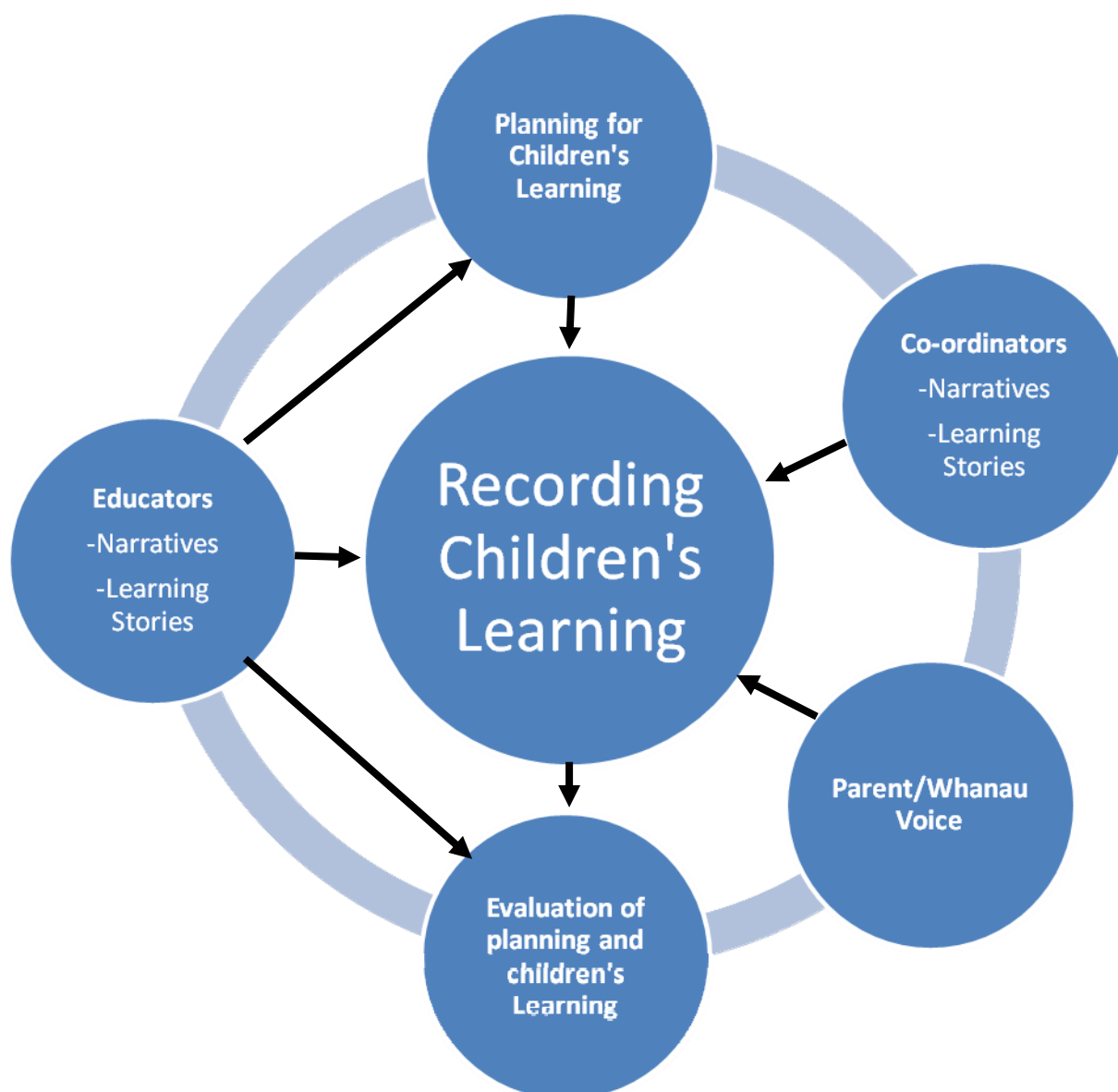
One of my sisters lives in the Far North. An idyllic place for a holiday.



And when I get the chance, I love to get behind my sewing machine and be creative.

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Appendix D: The “package deal”



“The package deal” is a term co-ordinators have used to help explain to educators the planning cycle. Examples of a “package deal” planning cycle are included in the Example of Assessment folder that is available to educators to read and get ideas from.

Appendix E: Learning story example (Peggy)

This example shows how Peggy has noticed, recognised and responded to Simon's learning. It also shows how she is improving her ability and confidence in recording them.

First version:

I Can Do It!!

I have some new trikes for the kids to ride and I spent ages with Simon on Monday trying to get him to [pedal] them. He could not get the idea of pushing his legs so he used his feet on the ground to move the bike. Today (Wednesday) he got on the bike and said "look Peggy!" and started [pedaling]!!! Well done Simon you can do it!!

When her co-ordinator visited the story was discussed and Peggy rewrote her story.

Second version:

I Can Do it!!

I have got some new trikes for the kids to ride and spent ages with Simon on Monday trying to teach him to push his legs forward to make the bike go but he just couldn't get it so he used his feet to push himself around on it. Today (Wednesday) he got on the bike and went backwards a few times then started going forwards. He yelled "Peggy look!" as he went past me. Wow what a good boy!! He really persevered until he got it and he was so happy when he did it was lovely to see. Well done Simon, you can do it!!!

Peggy also linked her learning story to *Te Whāriki*. In her first learning story she chose Well-being/Mana Atua Goal 3 "Children develop confidence that they can participate and take risks without fear of harm" (p. 52). She later changed this and chose Exploration/Mana Aotūroa Goal 3 "Children experience an environment where they learn strategies for active exploration, thinking and reasoning" (p. 88).

Peggy was able to make these changes without any co-ordinator prompting or suggestion. This example highlights Peggy's growth in being able to notice, recognise, and respond to the child's learning. Her written story is starting to reflect what she is verbalising.