

Evidence of professional practice

PRT name	Monica Moulday	Registration no.	3	3	2	5	1	8
Workplace	Menzies Creek Pre-school							

Inquiry question

How can I support the development of self-regulation in children through Rhythm and Movement?

1. Content and context for learning

1a. The education setting context

My learning environment (demographics of the area, primary, secondary, early childhood, location, workplace educational priorities or philosophy)

Menzies Creek Pre-school is a standalone preschool run by the local Primary School. It is run out of the local hall in the Dandenong Ranges, with country and bush around us. Most of the cohort come from low to middle socio-economic backgrounds with English speaking parents and families.

The preschool currently runs a combined 3- and 4-year-old group on Tuesday and Thursday, and the 4 year old group on Fridays.

Sessions run from 9am -2 pm by myself as the Early Childhood Teacher, and two co-educators.

Menzies Creek Preschool encourages children to be active learners, by providing a range of experiences within a safe, inclusive, and nurturing environment.

We foster engagement by providing time for children to explore and investigate open-ended, play-based learning.

There is a balance between child-directed and adult-directed play, developing meaningful experiences that encourage curiosity and problem solving, which allows for each child's optimal growth.

We believe in providing children with the resources for inquiry, which enables the children to explore and build upon their natural environments.

We believe in building children's social and emotional development throughout the preschool year so they can become confident learners as they holistically transition into the school learning environment.

We believe in working in partnership with families, children, and educators to create an emergent approach, which evolves in context with the local community.

We value positive relationships and open communication with families, educators, and children.

We believe this strong sense of collaboration creates a high-quality program that fosters all children's development.

1b. The cohort of learners

My class / group of learners (composition, range of learning abilities)

We have 19 children enrolled in a combined 3- and 4-year-old group with 9 threes and 10 fours. There are 7 girls and 12 boys.

We have a large dynamic of learners in our group including-

- 3 of the children struggle with separation in the morning. Two of these children refuse to stay if the environment is changed (one if I am not there, another if a friend is not there)
- 3 currently see Speech Pathologists to support language development, 2 are on waiting lists
- 4 are currently seeing an OT to support with a range of developmental concerns
- 1 has recently had the support of the Pre-school field officer, in regards to social skills
- 2 children have an ADHD diagnosis
- 1 is undiagnosed, but has a lot of ASD characteristics
- 1 child has significant self-regulating needs
- 1 child is adopted from Thailand last year, with minimal language
- Half of the children demonstrate behaviours that are age/stage appropriate.

*Some children are reflected multiple times in this list

During these last few years this cohort of children have lived a sheltered and closed-off life with the effects of covid lockdowns. Self-regulation is a topic that continuously arises in many professional discussions around this generation of children who have spent their early years in lockdowns, this is evident in our current cohort, with many children needing social coaching in group situations, support to identify emotions, listen and follow instructions and needing support in group activities.

APST: 1.3

1c. The focus learners

My focus learners [literacy and numeracy levels, factors affecting learning, relevant personal information (e.g. socialisation / group working skills)]

From the cohort of children, the three that I have chosen show the span of the group from one that has higher needs- to one that is developmentally on track.

All the learners I have chosen require an adaptation of the program.

I have reflected on these children using the Early Years Learning and Development Framework (EYLF) and the 5 Learning Outcomes. The five Learning Outcomes are designed to capture the integrated and complex learning and development of all children across the birth to five age range. The outcomes are:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators.

M- M was adopted from Thailand last year and has been at Menzies Creek Preschool from term 4 last year and is currently enrolled as a 3yo. M is developing her English spoken language. She lives at home with mum and dad. M also goes to care at another service.

Identity-

M has developed strong relationships with all the educators at MCPS. She is supported to feel safe and responds positively when engaging with adults. M is developing her ability to join in play with peers and is beginning to initiate negotiating and sharing behaviours. M is able to engage in all aspects of the program with confidence, her favourite activities being sensory art making experiences, and small world play.

Community-

M has developed a strong sense of belonging to the MCPS community, and thrives on the routine and predictability that the day brings. She uses routines to engage with other children, particularly at lunch time eating, and uses the opportunity of small groups to build confidence in engaging with peers. M shows a strong desire to be playing with others, but is still developing the social skills of sharing and taking turns. M shows concern for others, and asks for support for her peers. M is often observed to spend time on her own, particularly when focused on an art or science/STEM activity.

Wellbeing-

M can become nervous when she is unsure about a particular play experience and often checks in with an adult for permission. M is very independent and will often get frustrated if somebody attempts to help and because of this she is very capable, more so than some of her older peers. M is developing her social skills, she is becoming increasingly verbal with peers, but tends to play mostly individually. We have seen her develop a right-handed preference, and is beginning to write some letters of her name. M shows good bi-lateral co-ordination with her scissor skills, and is becoming more adventurous with her creations at the making table.

Learning-

M is an inquisitive and engaged learner who enjoys all areas of the kindergarten room. She is particularly fond of sensory, art and small world play, and persists with an activity until she has mastered it. Outside she is developing friendships around dramatic play using loose parts. M needs a lot of support with mat time, and we find her body needs to be constantly moving. We have implemented a range of strategies to help support M in mat time settings, but are yet to find something that engages her in a positive way that does not involve her sitting on someone's lap.

Communication-

M was adopted from Thailand last year and had very minimal English. M has developed her language skills considerably through this year, although it is observed that it can still be a barrier between herself and peers. M is able to get her point across very easily. M enjoys rhymes, short stories and songs. We use additional resources at mat time to support M to sit on the mat. The use of puppets in play, and also storytelling rather than reading has been a positive support for M also.

APST 1.3

R- R completed one and a half years of 3 year old kinder at MCPS, half a year with his sister who is a year older. R is used to the strong routines and the cohort of children. R does not have a diagnosis as such but consistently and continuously needs support with inhibition and acting out behaviours with others. He lives at home with his mum and dad and older sister.

Identity- R has developed strong relationships with his previous year's educators being teachers in the 4 year old program this year also. He completed 1 and a half years of 3yo kindergarten so is used to the strong routines and cohort of children.

Community-

R has developed a strong friendship with another child and the often rely on each other for play prompts. When this child is unavailable R will often play by himself building and engaging in STEM based activities. R is familiar and can play with others when he chooses.

Wellbeing-

R requires support in identifying emotions and breaking down strategies that he can use when he is finding himself frustrated. When his emotions are heightened it is hard to engage R in conversation. R will often go back to noises to express himself, or physical stomping, hitting rather than talking.

R needs encouragement to engage in fine motor activities and support with writing. He has weak pressure to his drawing and can become frustrated when things do not work out how he imagines.

R copes well with a change in routine and is getting more confident in asking for support when he needs it.

Learning-

R loves to build! He has an inquisitive mind and likes to test out things rolling all the time in all areas of play. R can spend an entire morning session building with Magnatiles. R enjoys all of the Science and STEM activities, and loves to engage in cause and effect, trial and error and motion. R has an amazing grasp on numbers and often can be extended to a more complex style of questioning within play.

Communication- R has great communication skills and can express his thoughts and opinions easily. It is observed when he is in a heightened emotional state, R reverts to making noise and using his body to communicate. R benefits from having a sensory figet when engaged at mat time, as his concentration will distract others around him. R understands complex topics and can share his point of view with the group.

APST 1.5

B-

Is the youngest of 4 with 3 older brothers. B has an ASD diagnosis and we make sure there are certain procedures in place to support her. B completed two years of three-year-old kindergarten at MCPS.

Identity-

B has a strong sense of belonging and has developed positive relationships with all the educators and will go to any of them when she needs extra support or is feeling unsafe. B has a strong sense of social justice and will quietly come to the educators to speak up if she feels something is not right.

Community-

B has developed and maintained several friendships that she often relies on to get through a session. One is a safe friend and she can feel a bit unsure if he is not there. B can play with a wide range of people, and also by herself. B does not like to be in the centre of attention and we adjust the program so she is not in the light, but is still able to share her ideas to the group and feel safe.

Wellbeing-

B has a right-hand preference and has mastered writing her name. She is showing interest in developing her writing further. B needs an engaging activity when she enters the room to help separate from her mum, this is often a sensory or art activity. We ensure that B has a quiet place to retreat to, and are conscious of loud noises in the room, as B does not enjoy these. B feels confident to tell the educators when she is not feeling safe, and we adjust as needed. B relies on a strong routine and predictability.

Learning-

B is an engaged and inquisitive learner and enjoys all areas of the pre-school room. B enjoys a range of STEM based activities. She will often follow in partnership with her good friend and they will 'do the rounds' together. B really enjoys mat time, singing songs, rhymes, and reading books. She gives her attention and will often ask for favourites through the morning to be read, or played during mat time. B has an inquisitive and creative flare that sees her spending a lot of time creating masterpieces

Communication-

B has strong communication skills and can share and express her feeling and thoughts confidently when feeling safe. B does not like to be the centre of attention, so doing sharing activities in a circle, rather than her at the front is beneficial for her. B is great at making connections between topics.

APST 1.1, 1.6

What is the link between these learners and my Inquiry question?

M- M requires support with her attentional regulation, as well as her inhibition control. I want to support M in her ability to listen to and respond to instructions, and her ability to develop her working memory. I hope to engage M using song, rhyme, and movement as this keeps her attention.

R- R requires support of his emotional regulation skills. Supporting R with his inhibition, impulse control- to be able to pause before he acts out. R will also benefit with developing his behavioural persistence, maintaining his attention when faced with distraction.

B- Will benefit from developing her working memory, and the ability to shift attention between different information. I also hope to support B to make mistakes in a safe zone, and to learn things don't always go to plan.

APST 1.5, 3.1

1d. Program of learning (brief overview)

What knowledge and skills am I trying to address in the Inquiry? What curriculum am I using? (attach any annotated planning documents to the end of this template as your evidence)

I am going to focus on supporting the children in my group to develop their self-regulation skills through implementing the RAMSR program. After completing the training and engaging in professional reading I have included a range of further activities in line with the program that complements the needs of my cohort. The full program is attached in Appendix 1

APST 3.2, 4.2, 4.5

The Rhythm & Movement for Self- Regulation (RAMSR) program was added to the School Readiness Funding (SRF) in 2022 as it recognised the priority area of Wellbeing- Social and Emotional, and has a Level 3- Promising research evidence.

RAMSR builds educators' capability to engage in purposeful and playful rhythmic movement, song, play and response activities that support children's self-regulation and the development of social and emotional wellbeing.

The research focus' on-

- Neuroscience of beat synchronisation and rhythmic entrainment
- Cognitive benefits of coordinated movement, music participation and relaxation
- Neurocognitive evidence from music therapy and music training
- Developmental psychobiology of self-regulation development

(Williams, K.E., Eager, R., Savage, S., & Nielson, C. (2020). Rhythm and Movement for Self-Regulation [RAMSR] introductory workshop booklet. Brisbane, Australia: Queensland University of Technology)

The RAMSR program has been shown to support increased school readiness, academic achievement, and mental health, as well as decreased behavioural and regulatory problems.

I have used the activities provided in the introduction course and have added my own further activities. The additional activities provide familiar songs and activities the children know, and are familiar with, that work on the main developmental areas that the RAMSR program also

[APST- 1.2, 6.2, 6.4](#)

The content for my program is shaped by the principles embedded within the National Quality Framework (NQS) and the Early Years Learning Framework (EYLF) and covers the following learning outcomes-

Outcome 1: Children have a strong sense of identity

1.2- Children develop their emerging autonomy, inter-dependence, resilience, and sense of agency

- open to new challenges and make new discoveries
- recognise their individual achievements and the achievements of others
- demonstrate an increased capacity for self-regulation
- persist when faced with challenges and when first attempts are not successful

Outcome 2: Children are connected with and contribute to their world

2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active civic participation

- cooperate with others and negotiate roles and relationships in play episodes and group experiences
- gradually be able to 'read' the behaviours of others and respond appropriately
- demonstrate a sense of belonging and comfort in their environments

2.3 Children become aware of fairness

- are empowered to make choices and problem solve to meet their needs in particular contexts

-

Outcome 3: Children have a strong sense of wellbeing

3.1 Children become strong in their social, emotional, and spiritual wellbeing

- make choices, accept challenges, take considered risks, manage change and cope with frustrations and the unexpected
- show an increasing capacity to understand, self-regulate and manage their emotions in ways that reflect the feelings and needs of others

3.2 Children take increasing responsibility for their own health and physical wellbeing

- engage in increasingly complex sensory-motor skills and movement patterns
- combine gross and fine motor and balance to achieve increasingly complex patterns of activity, including dance, creative movement and drama
- demonstrate special awareness and orient themselves, moving around and through their environments confidently and safely

Outcome 4: Children are confident and involved learners

4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination, and reflexivity

- are curious and enthusiastic participants in their learning

4.3 Children transfer and adapt what they have learnt from one context to another

- develop an ability to mirror, repeat and practice the action of other, either immediately or later

Outcome 5: Children are effective communicators

5.1 Children interact verbally and non-verbally with others for a range of purposes

- engage in enjoyable reciprocal interactions using verbal and non-verbal language
- attend and give cultural cues that they are listening to and understanding what is said to them

5.2 Children engage with a range of texts and get meaning from these texts

- listen and respond to sounds and patterns in speech, stories and rhymes in context
- view and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments and/or questions
- sing chant rhymes, jingles and songs

5.3 Children begin to understand how symbol and pattern systems work

- begin to make connections between, and see patterns in, their feeling, ideas, words and actions, and those of others
- begin to be aware of the relationships between oral, written and visual representations
- listen and respond to sounds and patterns in speech, stories and rhyme
- draw on memory of a sequence to complete a task

APST- 2.1, 2.3, 7.2

1e. Targeted learning outcomes

The learning outcomes I want the learners to achieve. What change(s) would I expect to see in my focus learners after the Inquiry?

For children to show an increase in their ability of self-regulation skills. Including the ability to listen and follow instructions, develop stronger inhibition skills, and to develop skills in their emotional and attentional regulation.

Self-regulation covers a myriad of components. The aspects that I will be focussing on through my inquiry focus' on

- Emotional regulation- the ability to manage reactions
- Attentional regulation- ability children to know where to place attention, also children's behavioural persistence in completing tasks and to maintain attention when faced with distraction

There are also 3 executive functioning skills that are worked on throughout the program including-

- Working memory- holding different sensory information in mind when completing a task
- Inhibition- Impulse control
- Shifting- ability to shift attention between different information

Research shows strong self-regulation skills in Early Childhood is linked with enhanced learning, social and wellbeing outcomes for individuals into adulthood.

APST 3.6

2. The Inquiry question, professional learning and professional responsibilities

2a. The Inquiry question

Why and how did I choose my Inquiry question?

I had the privilege of teaching this 4yo group last year when I first began at the preschool when they were in the 3yo group.

I found that their favourite thing to do was to sing tic-tac-toe. I observed how even the most disruptive child at mat time would pause and engage when I was singing, and would respond positively with rhythmic movement and song patterns.

I started to incorporate singing into my program across the 3's and 4's. When I am after attention, I will sing a tune. When I need the children to settle at mat time, I will start to sing a song or use a rhythmic pattern on the clapping sticks.

I was noticing a huge correlation to music, beat and rhythm and engaging with children. All these routines I continue to use to this day, and the children have come to rely on them as a sense of comfort, familiarity, and routine.

A plan started to form and I started to research how books with rhyme, singing short nursery rhymes all engage children and the positive effects it has on development. It supports language development promotes social skills, builds memory and articulation.

Through my research I came across a study by Kate Williams of the University of Queensland. Her research shows how using music, rhythm and movement can enhance self-regulation in Early childhood. Kate has a program called RAMSR, Rhythm and

Movement for self-regulation. I read several articles, I accessed several free short PD's during lockdowns, and some of the free sessions she opened up to help support children during lockdowns.

I really felt this was a positive thing that I would like to implement into my program, and learn more about, so I decided I would focus on this for my VIT inquiry

APST- 4.1, 2.5

2b. Professional learning

APST 6.1

When I've observed the teaching practice of others (at least one observation)

Observation 1								
Date of observation	03/09/2022							
Who I observed (colleague's name and VIT registration no.)								
Name	Mandy Rudeforth	Registration no.	6	0	4	7	6	8
Signature								

What I saw / heard / experienced

Morning literacy session-

Strong morning routine in place, children enter room and step straight into handwriting. Children are familiar with the routine, and go to collect chairs, paper and pencils.

Mandy engages children with positive guidance 'L where are you going to sit?'

Rules in place that children know 'No more than 4 to a table'

Support for early finishers embedded in the activity 'Turn to the lines page and have a turn by yourself'

Use of a visual timer to show how much longer on the task, Use of wobble stools for the children that need the extra body movement.

"Tuck in your chairs so the room is safe" a routine which the children are familiar with.

Mandy then did the role using the opportunity to incorporate some learning- using full sentences.

"My favourite thing to do at recess is..." for children to become used to verbally (and eventually writing) using full sentences.

Mandy explains what is happening at all steps. She uses children's names to refocus them, and then will move them to sit in another space if they continue to talk.

Reading Milo's Birthday surprise- focussing on letter T, Mandy uses reinforcement of children doing the right thing to encourage other children to copy.

Mandy re-caps sounds learnt in the previous weeks, using mirror for children to observe the sounds they are making. Children familiar with the correct terminology 'nose sound, breath sound' Completing a T colour in sheet. Mandy is very explicit with the instructions going through it, and reminding the children of all of the steps. 'What are you going to do first?' (Name on paper)

Moving around the room and stepping in when children need extra support, and giving extra tasks to those children who are quick at their task.

What I learned

Routines, routines, routines!

Developing strong routines helps the children to know what is happening and helps with a smoother morning routine.

I enjoyed Mandy using name sticks as a way for children to check in, in the morning, but then using them through the day to pull out names for answering questions or for sharing their ideas.

How this helps me address my Inquiry

When introducing children to the activities, introducing one activity at a time, but giving the opportunity to recap often until it becomes more of a routine.

Professional conversations (based on at least two discussions about the Inquiry)

Discussion 1								
Date of discussion	27/07/2022							
Who I talked with (colleague's name and VIT registration no.)								
Name	Jacqueline Martinz	Registration no.	6	1	2	1	0	9
Signature								

What we discussed and what I learned

J.M and I spoke together for several hours about how I am approaching the inquiry, what my topic is and how I plan to go about implementing it.

J.M went through parts of the inquiry project with me and helped me to brainstorm how I was going to make sure I covered all the requirements.

J.M was great at pointing out that some of the things that needed to be included were already a part of the program, and being able to single out some of these things I do I am already addressing multiple areas.

We talked about embedding Indigenous culture into the program and how that would be reflected within my inquiry. We also reflected on how

We also spoke at some length about child safety and the situations we have been in.

J.M was able to observe part of my lesson with the group in an afternoon mat time session. I was able to point out the 3 focus children, and she took time to observe them at the beginning of the inquiry, and will hopefully be able to see how they improve over the course of the inquiry.

How this helps me address my Inquiry

It was good to connect with another ECT in regards to how this inquiry is possible to do in Early Childhood. I was a bit nervous it seemed to be more focussed towards Primary level.

J.M was able to provide insight from her own experience, and discuss with me my concerns, and teased out different areas, so I could understand more thoroughly.

I was initially feeling a little unsure however now know I am on the right track and can feel confident that my inquiry is going to make a positive impact for my cohort of children.

APST 6.2

Discussion 2

Date of discussion	2/08/2022							
Who I talked with (colleague's name and VIT registration no.)								
Name	Mandy Rudeforth	Registration no.	6	0	4	7	6	8
Signature								

What we discussed and what I learned

Unfortunately, my Early Childhood Mentor has had to pull out due to personal reasons. I have had to reengage with a mentor from our approved provider Menzies Creek Primary School- Mandy who is also the foundation teacher.

I had a discussion with Mandy regarding how I could still move ahead with my inquiry with her and Dale's support. Mandy and I discussed what I had achieved so far with my project, what I was implementing and how I felt it was going.

We discussed how Early Childhood Inquiries are different, and how we use a different framework. I talked about my experience as a CRT, and then as a kindergarten teacher.

I was initially really panicked about how I would move forward with my project, but feel more confident now.

How this helps me address my Inquiry

Having an experienced mentor will be of benefit to me, as Mandy has undergone this process a number of times.

I have already made some steps into my inquiry, and as I went through it with Mandy, I feel that I am on the right track and I am doing all of the right things.

Having a previous professional relationship with the mentor- as we are both a part of the pre-school to school transitions, enables us to develop a stronger peer relationship and the ability to share ideas and information on the current cohort of children, which will encourage a smoother step into Primary school.

A professional conversation on child safety and wellbeing, including maintaining appropriate professional boundaries. *This conversation should be supported by referring to the [Victorian Teaching Profession's Code of Conduct](#) and any relevant workplace policies or procedures.*

Discussion 3

Date of discussion	30/08/2022							
Who I talked with (colleague's name and VIT registration no.)								
Name	Mandy Rudeforth	Registration no.	6	0	4	7	6	8
Signature								

What we discussed

Mandy is the foundation teacher for most of the children we have in our pre-school program.

I chose to engage in this conversation with Mandy as she will be taking over the role of teacher through upcoming transition sessions and is the foundation teacher for next year.

Continuous support for children's wellbeing is supported when teachers share information and strategies to support children (The Victorian Early Years Learning Framework)

Mandy and I discussed some of the upcoming children to her foundation group. We discussed how a recent intervention order has been put in place and we discussed the important role teachers have as mandatory reporters, and the steps needed to be undertaken.

We both shared experiences as parents who teach at the same school, and the importance of privacy and how we deal with professional boundaries when personal steps into the professional realm.

2c. Professional Responsibilities report

After your professional conversation (Discussion 3) write a brief report describing

- your legal obligations as a teacher in relation to child safety and wellbeing
- two examples of how you have met these legal obligations
- a reflection on the Victorian Teaching Profession's Code of Conduct, including how you maintain appropriate professional relationships with learners.

As a teacher I am a mandatory reporter whenever I feel the health and safety of any of the children in my care are at risk.

My program planning and implementation is developed with observations and reflections on children's wellbeing and safety, and is always critically reflected on when setting up experiences, choosing play items and organising our community walks. Risk assessments are reflected on before each excursion, and the yearly completion of the Emergency Management Plan is completed with children's health and safety and the forefront of my mind.

As the Nominated supervisor it is my role to ensure all staff have completed the mandatory reporting, as well as completing it annually myself. I ensure all council contractors, visitors that come into the building provide a WWCC. I ensure the staff WWCC are kept up to date, and check regularly. As the person in charge of the group it is my role to ensure all medical action plans, medications and first aid items are done to a high standard and are in place. I complete incident reports to share with families and to keep on record when required.

All these things are done as my role as ECT, NS and person in charge.

I am also the port of call for when other educators or parents have a concern about the wellbeing of any children.

I have had two personal experiences through the last year, one with a child in my group, and another when I witnessed a domestic violence incident in the carpark.

One child in my group has a tumultuous home life. Mum has previously been supported to engage with Orange door at the end of last year. Recently another concern was brought to me. I brought our concerns to the approved provider, along with the wellbeing co-ordinator where we discussed the situation together and all agreed we needed it to be reported to child protection so there is a trail of concern for if the situation changes. We make changes to support this child's access to the program by having them arrive earlier and having actions in place because of a newly arrived intervention order.

The second incident did not involve a child from my program, but one I witnessed with a child being in a possible violent situation just outside our preschool. I went into the carpark

to talk to and calm down two parents who were having a custody argument. I, with permission from both parents, removed the child from the escalating situation, and brought the child to safety inside where we called and waited for police to arrive.

I am aware of, and do my best to uphold my responsibilities as an early childhood teacher within my program and practice under the Australian Professional Standards

APST 4.4, 7.2

3. Apply knowledge to teaching practice through action plan

The action plan

Inquiry question

How can I support the development of self-regulation in children through Rhythm and Movement?



Informing data

Assessment data, observations, learning plans, learner files, reports / factors affecting learning (e.g. medical reports)

Observations- both individual and group, that have been taken through the year reflecting on children's engagement at mat time.

Reflection on their emotional and attentional regulation skills throughout the program. How do the children engage with others, what are their coping strategies, how do they engage at

mat time? With others? How do the children enjoy stories, singing and body movement activities?

These are kept and stored in the kindi-hub program.

Enrolment forms- Inform us of children's developmental needs, with any diagnoses, and parents input about their individual child.

Programs- reflect on the developmental intentions of each child, and the group as a whole.

Please refer to "Assessment Data" on website for the collection of collated data.

APST 1.6, 5.4

Professional learning

Learning I will undertake to support the Inquiry

- Professional reading about music/art therapy, brain development and trauma

Australian Victorian State Government Health and Human Services Adapted for a global audience by Get into Neurodiversity, Child development and Trauma Specialist Practice resource:3-5 Years, Teacher Training for Students with Neurodiversity course

[. Child-Development-and-Trauma-Specialist-Practice-Resource-3-5-years.pdf \(getintoneurodiversity.com\)](#)

- **Professional reading about the RAMSR course**

[Williams, Kate, Bentley, Laura, Eager, Rebecca, Savage, Sally, Nielson, Cathy](#) (2021) Rhythm and Movement for Self-Regulation (RAMSR) 2020 - 2021. RCT and follow-up. Research Brief

[Williams, Kate, Savage, Sally, Eager, Rebecca](#) (2020) Rhythm and Movement for Self-Regulation (RAMSR) intervention for preschool self-regulation development in disadvantaged communities: A clustered randomised controlled trial study protocol *BMJ Open*, 10 (9)

[Williams, Kate, Berthelsen, Donna](#) (2019) Implementation of a rhythm and movement intervention to support self-regulation skills of preschool-aged children in disadvantaged communities *Psychology of Music*, 47 (6), pp.800-820

[Williams, Kate](#) (2018) Moving to the beat: Using music, rhythm, and movement to enhance self-regulation in early childhood classrooms *International Journal of Early Childhood*, 50 (1), pp.85-100.

Williams, K.E., Eager, R., Savage, S., & Nielson, C. (2020). Rhythm and Movement for SelfRegulation [RAMSR] introductory workshop booklet. Brisbane, Australia: Queensland University of Technology.

- **RAMSR introductory course**

Completed 5/08/2022

APST 3.3, 6.4

Purpose of the Inquiry

Knowledge and skills I am trying to address in the Inquiry

Self-regulation is an umbrella term that incorporates the important skills of regulating attention and emotion. It is using working memory to hold information, the ability to use higher order thinking to shift attention between different types of information without getting distracted, as well as the ability to control urges, or inhibition.

The RAMSR program I am implementing in my program is a relatively new program that is showing a lot of positive outcomes for pre-school children. RAMSR targets children's self-regulation. Along with this program I am extending with additional experiences that marry up well with the theory behind RAMSR.

Inclusive practice

How I will cater for

● **Aboriginal and Torres Strait Islander learners**

We embed Aboriginal and Torres Strait Islander culture throughout our program consistently, as evidenced in the attached Assessment and Rating report.

Please refer to video in Assessment Data- 'Example of a morning session'

- We begin each session with an acknowledgment of country, Paying our respects to the people of the Kulin Nation. We sit along a line between Wurundjeri and Bunurong country, and so acknowledge both.
- Children will use the previously made clapping sticks- made with gum branches and painted in brown, red, yellow, and black paint, which represent the Aboriginal flag and natural colours.
- We use Indigenous songs Inanay, Tabá Naba, The Rainbow Snake as tuning in songs with the clapping sticks.

APST 1.4, 2.4

● **learners who need extension**

Extensions are accessible for many of the activities to further develop skills and challenge children's development. This may be including extra movements, engaging in more challenging actions- crossing midline, or withholding visuals to encourage memory recall.

Extensions are explained within the [6 Week Plan](#)

APST 1.3

● **learners with disability**

The program is delivered with reflection on the autism spectrum disorder. ASD is a developmental disability that affects an individual's social interactions, behaviour, and overall ability to interact with their environment.

I have altered our program to ensure the music we use is not too loud.

We work in a large carpeted area to allow for extra movement.

While implementing the program a variety of activities are available to suit the current and changing needs of the group on any particular day. This flexibility allows a variety of experiences to cater to all developmental ages and current needs.

I have included familiar activities and songs for a sense of routine, and comfort before introducing new activities.

APST 1.6

● **learners who need additional support to access the learning.**

A range of items are available to help support children with additional needs with sitting on the floor at mat time including- sensory fidgets, wobble cushions, weighted toy, using an adult to sit on lap.

Visuals to help children remember what is being asked- colours of clapping sticks (activity 6), shapes (activity 8), eye and ear visual (activity 4)



APST 1.5, 3.5

Success criteria

Learning outcomes I want the learners to achieve

It is my hope that the implementation of this program will help the cohort of children develop their self-regulation skills over a range of areas.

We are hoping for better engagement during mat sessions, developing strategies for children to practice their inhibition skills, and to further develop a stronger ability for executive functioning skills such as shifting and working memory.

It is not my intention to stop this program after my inquiry, nor to keep it to only 6 weeks but for it to be a continual part of my program, and part of the routine for the children.

For M to be able to engage in mat time for a longer amount of time without being distracted by things around her.

For R to be able to pause before he reacts to situations, and to stay open to discussions with adults who can support him through

For B to be strengthened in her working memory, being able to hold different sensory information in her mind when she is completing a task.

Resources

What I will use to teach the Inquiry

RAMSR introductory course music- sound cloud
Visuals- Shape cards, clapping stick cards, eye and ear
Clapping sticks in Primary colours- red, yellow, blue
Indigenous clapping sticks
Spotify playlist- kinder songs
speaker

Plan written out and easily accessible in folder with details of each activity and additional resources

Weighted dog, balance cushion, fidget toys

APST 3.4

Strategies

What I will do to deliver the content and skills

Slowly introduce activities, following 6 week plan.
One week for each session, until children are confident and know them all, then we can use them interchangeably

I will run the session as the leader leading the singing and holding up the cue card, singing, showing the patterns and movements.

❖ [Please refer to 6 week plan on website for detailed explanations](#)

Activities

What the learners will be doing during the Inquiry

The learners will be engaging in a range of 15 different Rhythm and Movement activities led by the teacher that engages their bodies in beat, rhythm, thinking and impulse control situations.

❖ [Please refer to 6 week plan on website for detailed explanations](#)

Assessment

Assessment to be done during the Inquiry (allowing for a range of opportunities for learners to demonstrate their knowledge, including annotated learner work samples)

❖ [Please refer to "Assessment Data" page on the website for a link to collated Observations and Questionnaires, as well as photo evidence of teaching](#)

APST 2.2, 5.1

Formative

Summative

<p>Observations- formal and informal of the group and of the focus children.</p> <p>Focus on during the planned activities, as well as reflections on how the children are going within the whole day in regards to their self-regulation skills.</p> <p>Are we seeing an improvement? Similar behaviour?</p> <p>Do we see a resilience reflected through play?</p> <p>Child Self-regulation and behaviour questionnaire from the early years toolbox</p> <p>* The Child Self-Regulation & Behaviour Questionnaire (CSBQ) is a parent- or educator-report questionnaire consisting of 34 items pertaining to children's everyday self-regulatory and social behaviours (e.g., 'persists with difficult tasks' and 'waits their turn in activities'). For each item the respondent selects one of five options to indicate whether the statement is 'Not true' to 'Very true' about the child. The CSBQ produces measures of self-regulation (i.e., behavioural, cognitive, and emotional), sociability, externalising, internalising and prosocial behaviour. iPad and paper versions are available.</p>	<p>Observations</p> <p>Peer reflection</p> <p>Self-regulation and behaviour questionnaire*</p>
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Reflections

Prompts / questions to help guide reflection

Are the children engaged?
 Are they enjoying the program?
 Is the program working?
 Do we need to make any adjustments?
 Are any children missing out on the activities, what is preventing them from engaging?
 How can we change this to be more inclusive?

These questions are asked throughout my inquiry overall, but also during sessions. I will change how I am presenting information depending on the mood and needs of the children on that day.

Being able to read the room is a skill that is so important for teachers to be able to do, and have the ability to change tactics when they see a problem or a way to improve the session. Managing behaviour of children is always a balancing act. Changing how you engage with children to keep them on task and interested. Developing relationships is first and foremost the most important strategy. Setting clear expectations, and also being resilient enough to know as a teacher when to change strategies.

APST 4.3

4. Implement your action plan

APST 6.3

4a. Observations of practice

Based on a minimum of 3 visits by your mentor or other fully registered experienced colleague

Visit 1

Date of discussion	30/8/2022							
Who observed me (colleague's name and VIT registration no.)								
Name	Mandy Rudeforth	Registration no.	6	0	4	7	6	8
Signature								

It was good to hear that the observation of my teaching supports how I feel as a teacher, that I know my children and can change my practice to best support their needs. I appreciate it could be observed that I was able to differentiate for the different levels, and that the strong routine we have implemented has been a great benefit to the group as a whole.

Mandy observed that the most disengaged children sit at the back of the group, and this is not something that had been on my radar before. Often, I will use alternative seating but place them at the back. In early childhood it is often a 'thing' that all children will want so I try to make it not as obvious. I will pay closer attention to where some of the children sit, and encourage alternative positions. We also had a discussion about Glen Pearsall, and the strategies he suggests for proximity to engage children.

We also used this opportunity to reflect on the child safety question as outlined above.

Summary of the feedback received and a reflection on what I have learned (any observation templates used can be attached as further evidence)

Observation – Monica Moulday

30/08/2022

Transition to lunch using song and story

Stars

- Using song as a teaching strategy
 - Supporting children to learn / memorise number order by using song
 - Children had clearly listened to the song several times and could use the song when feeling unsure about number order
- Using multiple strategies to support all children to understand expectations. Strategies included verbal instructions, physical actions modelling expectations of children and known song to support children to recall expectations.
- The use of 'Now, next, then' instructions
 - Ensuring all children have a clear understanding of what to expect in the lesson, particularly helpful to children with anxiety and extra needs.

Steps

- Using proximity to engage children
 - The more distracted children seemed to place themselves further away from the teacher. Could bringing these students closer to the teacher help them feel more engaged? Could reducing the area the children have to sit bring the children closer to the teacher?

- Once the students were waiting to be called to get their lunch, they appeared to participate in the group activity.
- Glen Pearsall has some great suggestions for using proximity to engage children in their learning, we use Glen's strategies in school.

Summary

Monica is very aware of who her students are and strategies that are effective for each child's academic, emotional, and social needs. Each activity was designed to match the individual needs of students within the class. When entering the learning space children understand expectations based on strong routines being implemented. The children clearly felt safe to explore new learning opportunities and had a strong sense of curiosity to engage in many different activities.

Visit 2

Date of discussion	06/09/2022							
Who observed me (colleague's name and VIT registration no.)								
Name	Mandy Rudeforth	Registration no.	6	0	4	7	6	8
Signature								

Summary of the feedback received and a reflection on what I have learned (any observation templates used can be attached as further evidence)

Having Mandy observe this group gives both of us the opportunity to learn more about these children. I was able to share with Mandy information about the children that will be in her foundation class next year.

Practice Principle 2: 'Partnerships with professionals' relates to the importance of collaboration and partnership between early childhood professionals, but this should be extended into developing and maintaining meaningful relationships with Primary school teachers to foster a smooth transition into Primary School. Mandy and I were able to discuss possible transitions in term 4 that will help support the children, with her being able to observe the group in their 'natural' setting.

Mandy observed a routine song that the children have come to love that I have just extended to include different sounds for rhyme. I use this as a part of transitioning from mat to washing hands for lunch. I was able to explain my thoughts behind the way I order children to support their needs.

Observation – Monica Moulday

06/09/2022

Rhyming name song

Stars

- Clear routine with well-rehearsed expectations ensuring all children feel safe and understand what is happening in the learning space.
- The inclusion of rhyme is a great of the development of speech and language patterns, supporting students to identify common sounds (and later one common letters)
- This activity prepares students for future literacy learning, helping them make predictions and use their imagination to create words.

Step

- Asking children to produce their own rhyming words might be the next step in this learning

Summary

This short lesson is amazing for the children's literacy development including so many different opportunities for learning. The lesson importantly gives permission to the children to 'be silly' with words, playing with different sounds to create non-sense words. The children were clearly engaged by the silliness of the words and listening for a word that rhymed with their name. This song had so many great opportunities that the children will continue to use in their future learning. Monica demonstrated great knowledge of her students, ensuring they were ordered to meet the additional needs of some students (not sending certain children first or too late into the song). Monica also allowed students to feel some control over their learning allowing them a voice in what sound their song focusses on.

Visit 3

Date of discussion	7/10/2022							
Who observed me (colleague's name and VIT registration no.)								
Name	Dale McInerney	Registration no.	2	6	9	0	0	9
Signature								

Summary of the feedback received and a reflection on what I have learned (any observation templates used can be attached as further evidence)

Dale observed an end of session routine. He was able to see the use of routine in the program, and how we use music after lunch to engage children. Dale could see the benefit of using the music as a way to end our session. Dale commented on how I was able to recognise when redirection was needed, and when a song needed to change due to the engagement of the group. We had a particularly tired group at the end of today, so I really needed to be aware when what I was doing was not working, and so fell back to old favourites to keep the engagement of the group.

By this stage the children are very familiar with the program, and enjoy most of the activities, some are not as keen as others with the RAMSR program.

4b. Gathering other evidence

Not all descriptors of the standards may be demonstrated in your Inquiry.

You may need to demonstrate some descriptors outside of the Inquiry - this may include evidence from previous teaching experience as a provisionally registered teacher with your current group or a different group of learners.

Your mentor / experienced colleague may have witnessed actions or practices you used that could evidence a descriptor - where descriptors have not been evidenced in the documentation of your Inquiry into practice, this additional evidence can be used.

This section may be completed by you or your mentor / experienced colleague where you wish to provide additional evidence - specific details of your actions or practice need to be documented.

Please note: you do not need to complete this section if your Inquiry already includes evidence of all APST descriptors.

[Please see link -Assessment and Rating on web page](#)

I feel as if there is one piece of evidence that covers the entire APST in regards to my VIT, and that is the report from our most recent Assessment and Rating (June 2022) completed by me. I have included the report on the website- because it is a massive document.

As the Nominated Supervisor and Early Childhood Teacher I was the person in charge of collating and showing evidence of all the 7 quality areas of the National Quality framework, and undergoing the process of being assessed by the Quality Assessment and Regulation Division.

We achieved Exceeding in all areas.

The 7 Quality Areas link in nicely with the APST standards

- Quality Area 1 - Educational program and practice
[APST 1, 2 & 5](#)
- Quality Area 2 - Children's health and safety.
[APST 4](#)
- Quality Area 3 - Physical environment.
[APST 3](#)
- Quality Area 4 - Staffing arrangements
[APST 6](#)
- Quality Area 5 - Relationships with children
[APST 1](#)
- Quality Area 6 - Collaborative partnerships with families and communities
[APST 5, 6 & 7](#)

5. Evaluate effectiveness of practice

Use these questions to guide you in reflecting on your Inquiry

- Did the assessments of learners demonstrate progress towards / achievement of learning goals? (use your data to explain what progress has or hasn't been made - annotated learner work samples should be included in an appendix)
- Did changes to my practice improve the learning of my learners?
- How do I know?
- What impact did my Inquiry have on my teaching practice?
- How will I develop my learning further?
- Can I share my learning with others?

Watching the development of the learners through the implementation of the program showed an increased ability of children to engage in activities. All of the children showed positive engagement with the activities, and became used to the routine of the program. I saw an increased ability for two of the children to engage in mat times in a more positive way, and we saw some small development for one child with his self-regulation skills. These activities became favourite fall back activities for many of the children, just as games like duck-duck-goose are favoured by the group, washing machine and open shut them also became firm favourites

Implementing this program and the research I did before hand has given me a more thorough understanding of the benefit of music, and beat for the brain and for children's development. It has supported me to make changes in my teaching practice, as I now regularly include music and songs through the whole day, not just at a designated time or day. I use singing and action rhymes as a way to engage and keep children's attention, and we have developed a strong routine with some songs in particular. This will be further developed to see how other songs will benefit the group now and in the future.

I share my learning with others when I step into CRT roles, and when I have student teachers that observe me. I have had positive feedback on the children's engagement with different activities, and the way children engage with music and movement activities.

What APST Standards have been missed?

5.2 Provide timely, effective and appropriate feedback to learners about their achievement relative to their learning goals

This is done throughout my teaching usually immediately with children. An example of this is stepping in to help children self-regulate. To recognise when an activity, mat time or social interaction requires extra support for the child.

5.3 Understand and participate in assessment moderation activities to support

This is also done more formally through Observations around measurable experiences. It may be a pencil grip task, and we will formally observe the pencil grip, what hand is being used, where the child's elbow is, and how they can respond to the required task. Do they need step by step instructions? A break down of what to do? Or can they do it independently without educator input. What we expect of a 3 year old is very different to what we expect from the 4 year old.

5.5 Report clearly, accurately and respectfully to learners and parents / carers about achievement, making use of accurate and reliable records.

This is done with both formal and informal conversations. At drop off and pick up we engage with parents regarding behaviour, or ideas. If needed we will make a time for a more formal meeting. These more formal conversations are followed with records kept on kindihub.

Every day after session parents receive a written report of what the group experienced through the day. Included in this is sometimes an educational explanation about what we look for in different types of play. This is a daily report. Parents also receive formal observations in regards to developmental aims for the term. This is done slowly and on rotation through the year.

Appendix

Attach annotated evidence that you have collected to demonstrate proficiency against the APST descriptors.

[On The Website, Look under the following pages-](#)

- work samples- Look under Assessment Data on Website
- other assessments- Assessment Data on website
- planning documents- Mind Map, 6 week Plan
- observation templates- Assessment Data
- photos, video or audio of learner work- Assessment Data
- All other APST evidence- Assessment and Rating report