

Glossary of common terms

There are a lot of common terms used in early childhood that may not be well known. These terms will also appear in RARE documents and reflective prompts so this glossary may help you or your team. The definitions are as defined by RARE in webinars and workshops.



Active Supervision

Active supervision is where you are present, both physically and mentally. Being active in your supervision allows for less incidents, maximised learning opportunities, increased learning outcomes and better trusting relationships with children. While it may not always be possible to give your full attention to the children, a supervision plan should include your consideration to support this.



Advocate

To advocate is to speak out to promote or support a cause. This can be done through your actions or by speaking out on causes you believe in. For example the way in which you behave at work is a way to advocate for the profession. You can also advocate for those who cannot advocate for themselves, such as the children in your care and their needs.



Agency

Agency is when humans make decisions that impact their lives. For example an infant may decide that they are enjoying falling leaves and this choice to play with leaves is picked up on and an educator places more leaves in a basket for the child to explore further. Or the preschool children have shown they are not interested in certain meals and this leads to changes in the menu based on their choices.



Autonomy

Autonomy is having control over yourself and your actions. Children can demonstrate autonomy through deciding what experiences they would like to participate in, whether they are hungry, whether they are tired etc. There is still a responsibility of educators to assume duty of care, however it is important to respect the rights of the child when considering autonomy.



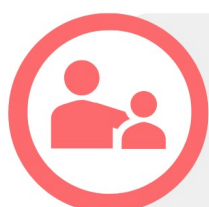
Context

Your context is your specific location and community. No two early childhood services should be identical as they have different stakeholders, different values and beliefs, a different culture. They are also located in different geographical areas, possibly only a few streets away can still change the resources and environment the service has access to in the community.



Curriculum

Your curriculum is everything that happens within your service from when a child arrives to when the last child leaves. This includes routine, planned and spontaneous experiences, environment, transitions and more. Your curriculum is the potential learning opportunities and what this includes for you.



Intentional teaching

Intentional teaching is where you work with intent, you are present in your actions and responsive to the needs of the children in your care. You identify potential teachable moments and resource children's learning by responding to their interests and needs. All aspects of your curriculum should be met with intentional teaching. This is not adult directed learning such as group time.