

# Reflecting on child-led play



## Do children's interests guide the program?

The more children's interests guide the program the more children are engaged in the program and the less work educators have to do in planning. Interests can come from how they play, what they do outside the service, what they talk about in casual conversations etc.



## Do educators respond to children in play?

If educators see the children are interested in something and then turn it into a 'topic' with lots of adult-directed, structured experiences then this is no longer child-led play. Listen and pay attention to what the children are actually interested in, not just what resources they are holding.



## Do children have a voice in decisions?

When you make decisions for the program they should be based on children's interests and ideas, or plan for invitations and discussions where children can share their ideas and make the experience their own. If children are not interested in something that has been planned that is also their voice.



## How do children's ideas take priority?

While educators need to be responsive to children and also identify intentional teaching opportunities, the more children's ideas take priority the easier everything else is. Programming is child-led, there are less dysregulated children and therefore less 'behavioural issues'.



## How are educators encouraged in this?

Mentoring, inductions, policies and expectations, reflections around the approved learning framework and NQS, appraisals and individual goals, guidance and resources created by the Educational Leader, are all ways that educators can build their skills in supporting child-led play.