

Teaching and Learning

Let's Reflect – The Unique Child



“Every child is a unique child who is constantly learning and can be resilient, capable confident and self-assured.”

EYFS Statutory Framework 2023

Practitioners should observe each child’s development. Understanding not only **what** they are learning but **how** they are learning. (Characteristics of Effective Learning) Observations should capture the voice of the child.

Observation’s must help you and others understand the child and his/her individual needs and inform the assessment and planning process.

Reflect on what you think you know about the unique child and check your understanding with others: parents, carers, colleagues, and other professionals.

Through meaningful interactions and a well-considered curriculum that celebrates diversity and individuality, practitioners can support children to recognise what makes them unique and how this should be embraced.

Task

Consider the questions below and reflect on how you can further develop your knowledge and understanding on The Unique Child:

- How well do you know the children? This can be subjective, so needs to be reflected on consistently.
- Do your observations of the child reflect them as an individual?
- Are staff conscious of the amount of time that they give to each child?
- Do staff take the time to truly get to know the children, understanding their likes, dislikes etc.
- Is your curriculum reflective of what you know of your children?
- Does the environment enable and support each child's interests and fascinations?
- Do you understand cultural factors and their influence on the child?
- Do you reflect on what you think you know about the uniqueness of the child and check your understanding with others; parents, colleagues, other professionals such as HV?
- Do you observe the child in different environments, at different times, with different people? How might this develop your knowledge of the child?
- Do your observations reflect the voice of the child?
- Do staff have a sound understanding of what is meant by 'the child's voice'?
- How do you ensure that the child's voice is truly heard? consider this for all ages and stages, including non-verbal children.
- What opportunities do you provide to celebrate children's individuality? How can you ensure that this is meaningful and not surface level strategies that are being applied?
- Do staff recognise the value of providing opportunities for children to reflect on themselves as individuals, but also as part of a group e.g., how they are similar/different to their peers?