

Day 1 Reflection – Block placement (LS6)

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Becca

● What happened today?

Child D from a non-English-speaking country, before coming to Australia, he had very little exposure to English, which has made it difficult for him to communicate with teachers and peers. He is unable to express his thoughts and needs in English and often struggles to understand the educators' instructions.

As previously discussed with my mentor, I can support as a translator and also provide bilingual resources for the classroom and families. Today, I brought a laminated set of bilingual picture–word cards to support D's language adaptation. The cards cover common routines and action cues such as *toilet, drink water, wash hands, read a book, spin, stomp feet*, etc. My mentor suggested adding **pinyin** to help pronunciation, which made me pleasantly surprised. During the afternoon mat time, the mentor teacher used the cards and invited D to participate by following the actions (e.g., stomping, clapping). His engagement and confidence were significantly higher than before.

Later, I observed a positive social interaction. When two peers were arguing over a toy car, and one (child A) began crying, D offered a hug, then exchanged one of his own cars with another child (F) and handed it to A. I immediately encouraged D for his empathy and problem-solving and reported to the mentor teacher. When D's mother arrived, she was delighted to hear about his progress, saying, "He used to be the one who made others cry, but now he comforts them."

Today's main planned experience was a Caterpillar Extension Activity, involving food-bead sequencing to match days of the week. Most children could recall and say "Sunday to Tuesday" independently, while "Wednesday" and "Thursday" required prompts for pronunciation. All children successfully matched the foods to the correct days.

● What did I learn?

Q1: What did you learn about the children you observed?

I learned that child D's communication challenges stem from language barriers rather than behavioural issues. When provided with visual and bilingual support, he shows some understanding, engagement, and social empathy. This highlights the importance of differentiated language scaffolds for multilingual learners.

Q2: How are the educators supporting children's learning and development?

Educators intentionally incorporate actions and songs (like stomping and clapping) during group time, helping non-verbal or multilingual children to participate meaningfully. This shows that inclusive teaching does not rely solely on words but on multimodal communication.

● **Challenges / Questions I noticed**

How can educators best support a child on their first day of school, especially when the child does not yet understand classroom routines, rules, or expectations?

What strategies help newcomers feel secure and included from the very first day?

● **APST / EYLF Links**

- ✓ APST 1.3 & 1.5: Understanding and differentiating teaching for children from diverse linguistic backgrounds.
- ✓ APST 3.3 & 3.5: Using multimodal and bilingual communication strategies to support engagement and comprehension.
- ✓ APST 7.3: Engaging with families and communicating positively about children's progress.
- ✓ EYLF Outcome 5: Children are effective communicators when supported through visual, bilingual, and action-based learning.

● **Next steps / Goals**

Add pinyin labels to the bilingual cards. Once D becomes fully familiar and comfortable with these simple routine cards, I will gradually introduce additional bilingual learning materials related to key educational concepts such as numbers, shapes, and colours.

Observe and document how D's verbal English and peer interactions change over the week.