



# Australian Early Development Census (AEDC)

## Example of practice: Physical health and wellbeing

### Resources for Queensland early childhood education and care services

The teaching team at Mitchelton Pre-Schooling Centre have worked hard to create a safe and stimulating learning environment. Their outdoor environment has been developed collaboratively by the children, families and teachers over the many years of the kindergarten's existence.

Children at the service are encouraged to take informed risks, engage with natural and man-made resources and explore all the possibilities of their imagination. They have opportunities to develop and strengthen their fine and gross motor movements, practice fundamental movement skills and show agency in manipulating and caring for their physical environment.



In response to the increased proportion of Queensland children identified as vulnerable on the physical health and wellbeing domain, the teaching team at Mitchelton Pre-Schooling Centre decided to emphasise their focus on children's physical development during outdoor play.

### Obstacle course designers

During Term 3, the children embarked on a new project utilising a Plan, Do, Review strategy. The children planned and built obstacle courses which they could later play on, giving them opportunities to develop and strengthen gross motor and fundamental movement skills.

Each week, two children had the chance to sit with their teacher and create a collaborative plan of what their obstacle course would look like.

Through the use of intentional teaching strategies, including open-ended questioning, prompting and scaffolding, the teacher encouraged children to communicate their ideas in a range of verbal and non-verbal ways.

Opportunities to represent their plan through drawings, and arranging photos of the equipment, provided all children with access to the experience, while working to strengthen children's fine motor skills and formalise their thinking.

Next, the children were tasked with setting up the obstacles, referring to their initial plan as a guide. This provided opportunities for children to strengthen both their fine and gross motor skills. Children grasped and manipulated light weight objects such as hula-hoops and the hurdles, then worked collaboratively, under the close supervision and support of the teacher, to place larger obstacles on their course.

The obstacle course was left intact for the remainder of the kindergarten week, until it was time for the next two children to have their turn as designers.

Children were able to come back to complete the course over the week. They could also choose to integrate smaller sections of the course into their individual and collaborative play experiences.

## Additional strategies

- Children have access to natural and man-made materials during indoor and outdoor play.
- The service organises nature walks around the local neighbourhood for children and families.
- Information on local outdoor parks and play spaces is displayed for parents.
- The service hosts regular parent information evenings providing more information about the importance of nature play.

## Linking to the EYLF

### Outcome 3:

Children have a strong sense of wellbeing.

Children are:

- increasingly co-operating and working collaboratively with others
- engaging in increasingly complex sensory-motor skills and movement patterns
- combining gross and fine motor movement and balance to achieve increasingly complex patterns of activity
- demonstrating spatial awareness and orienting themselves, moving around and through their environments confidently and safely
- manipulating equipment and managing tools with increasing competence and skill.

Although only one Outcome has been highlighted here, this experience has links to all five outcomes of the *Early Years Learning Framework*.



## Further reading

- Review your AEDC data online at [www.aedc.gov.au/data](http://www.aedc.gov.au/data).
- Access the full suite of resources for early childhood education and care services at <http://deta.qld.gov.au/aedc>.



**Physical health  
and wellbeing**



**Social  
competence**



**Emotional  
maturity**



**Language and  
cognitive skills  
(school-based)**



**Communication  
skills and general  
knowledge**