EYLF OUTCOME 1: Children have a strong sense of identity
- Feel safe, secure and supported
- Learn to interact with others with care, empathy and respect

EYLF OUTCOME 2: Children are connected with and contribute to their world
- Develop a sense of belonging to groups and communities and an emerging understanding of reciprocal rights and responsibilities

EYLF OUTCOME 4: Children are confident and involved learners
- Resource own learning through connecting with people, place, technologies and natural and processed materials

EYLF OUTCOME 5: Children are effective communicators
- Express ideas and make meaning using a range of media

The Role of the Reporter and the Photographer

I thought I would explain a little of what it means when your child works at kindy as ‘the reporter’ or ‘the photographer’. Each day at kindy two children become our ‘focus children’, one child is our photographer and one child works as our reporter. When your child is undertaking one of these roles he/she is given set tasks on which to work. The focus child chooses in which manner he/she will demonstrate his/her understanding of specific skills. The reporter and photographer are given a task based on your child’s needs and he is supported by the teacher to work on the task.

Below I have included an explanation from Walker Learning about the benefits of the photographer and reporter role:

The key intentions of both roles during Investigations for children across the first three years of school include:
- Facilitating children’s social engagement and interactions with their peers (particularly with those who they may not normally associate with)
- Extending thinking and problem solving skills in relation to finding evidence and examples of Investigations linked to current learning intentions in literacy, numeracy, science etc.
- Providing additional opportunities to extend an individual child’s skills in literacy and numeracy
- Including aspects of technology as a tool for reporting and recording
- Personalising the role in order to scaffold and extend each child’s skill and interests
- Providing opportunities for building self esteem and resilience
Here are some examples of what sorts of tasks your child might be asked to do when its his/her turn.

**Learning Intention~ For the children to…..**

* engage in experiences that create and use simple representation to organise, record and communicate mathematical and scientific ideas and concepts (connects to the Science and Mathematics Curriculum)

After listening and observing the children we wondered if it was time to change our dramatic play area into a café. Rather than taking the decision into our own hands we brought the idea to the children during one of our reflection sessions. There were lots of hands shooting up with ideas and opinions about what we could do. The next day Emily took on the job of ‘reporter’ She used her clipboard to draw up her own table with Mrs Yukich’s help. On one side she wrote the word ‘Café’ and on the other ‘School’. Emily wondered if some people would like to set up a school so we included Emily’s ideas. After she had drawn up her table she then moved around the room with her clipboard asking the other children what they would like and she recorded their response using a tally. At reflection time Emily reported her findings back to the class. We counted her tally marks and found out that most people would like to set up a café.

The next time we met at Kindy we set up a café outside together under the fort. There were icecreams for sale and an endless supply of fresh coffee for everyone who joined us at the table. It was very windy outside though, so we discussed the option of setting our café up inside so our coffee cups won’t blow off the table!

**Learning Intention~ For the children to…..**

* become aware that numbers are different to letters

We have been talking about how numbers are used to tell us how many things we have and letters are used to make words. Letters and numbers are everywhere if we look around for them. Our photographer over the past few days has been searching for them and taking a photograph so we can see what they look like. Some children are clever enough to already know what some of the numbers and letters say. Next week we’ll take a better look at the letters that make up our name. They’re the best ones to learn first.

We have spoken with the children about collecting pieces of work for our art show at the end of the year. Some children have already saved a few pieces. Next time we come to Kindy we’re all going to prepare a name card for our ‘art show project board’ and as we do, we’ll have look at what the letters in our name look like. I wonder who has the most letters in their name?