



Information for Educators

What is the ORICL project?

This project introduces a digital tool, Observe, Reflect, Improve Children's Learning (ORICL) that was co-developed by professionals, policymakers, and providers to support infant and toddler educators to notice, record, and interpret the day-to-day interactions, relationships, and learning experiences of very young children in early childhood settings.

What is the digital ORICL tool?

The ORICL digital tool provides a set of questions to assist infant and toddler educators to notice, record, and interpret the day-to-day interactions, relationships, and learning experiences of very young children in early childhood settings across six domains that align with the Early Years Learning Framework. However, it has been noted in research findings that infant/toddler educators frequently cannot 'locate their practice' or interpret the outcomes of the EYLF for the younger children in their care. The ORICL tool was therefore designed to be specific to children under three: In fact, several of the ORICL research team members were involved in the original writing and recent update of the EYLF and are now bringing their expertise to the infant/toddler sector. Furthermore, the ORICL research team has a combined total of over 348 years in the EC sector including as teachers, researchers, and academics. Of this they have 105 years 'on the floor' in every conceivable ECEC service type and role.

What are the benefits to educators using ORICL?

Findings from the pilot were very promising. Pilot participants included centres from across 4 Australian states with educators using the tool to observe children aged between 7-33 months. The participating educators had qualifications ranging from certificate III to bachelor's degrees in ECEC and had between 2 and 22 years of experience working with infants and toddlers. Specifically, educators reported that ORICL contributed to their understanding of young children's learning and development and their critical reflection on children's learning. They also found that the use of the ORICL tool helped them with their programming cycle (document, plan, and implement), and helped them to communicate their practices with colleagues and parents. Overall, the use of the tool contributed to an increased sense of professionalism.

What have educators from the pilot study had to say about using the ORICL tool?

"When we do observations in the nursery room we tend to just look at one specific area but this allows me to have a view of the child as a whole – I know we're meant to but we just tend to observe what we see but don't get the whole picture, so some things, I don't even think of but when I answer the questions it's 'oh yeah, that's very important as well!"

"A lot of things in the survey made me think about things in a different way. You kind of get stuck in tunnel vision when you are doing observations, the wording of it made me think about it differently."

How will my privacy be protected?

All research data will be stored in line with Macquarie University Digitally Enabled Research and Research Integrity units. All participant names (educators and children) are replaced with pseudonyms and the centre name replaced with a location code for any reports, publications, and/or presentations arising from this research. Data will not be shared with any third party.

For more information go to <https://oricl.org>.

If you are interested in participating in this project, please speak to your director.



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How does ORICL support the EYLF planning cycle ?

The EYLF (V2.0) outlines the planning cycle as the process educators follow for observing, documenting, responding to and supporting children’s learning (p. 27).

The ORICL tool will assist educators to **observe** each child effectively, to gather rich and meaningful information and to use this to **assess** the child’s learning, development, and wellbeing. This provides educators with a strong foundation to **plan** and **implement** strategies and experiences to enrich and extend the child’s learning and to **evaluate** the effectiveness of their planning, identifying opportunities for continuous quality improvement in programs and practices.



The Early Years Learning Framework for Australia v2.0, 2022