2017

Educators’ practices for promoting the spiritual development of children aged 3 to 4 years, in the context of Catholic childcare centres in Western Australia

Christine Robinson
PARTICIPANT INFORMATION LETTER
Principal/ Director

PROJECT TITLE:
An investigation into educators’ practices for promoting the spiritual development of children aged 3 to 4 years, in the context of Catholic childcare centres in Western Australia

PRINCIPAL INVESTIGATOR: Dr Jan Grajczonek
STUDENT RESEARCHER: Christine McGunnigle
STUDENT’S DEGREE: Doctor of Philosophy

Dear Participant,

You are invited to participate in the research project described below.

What is the project about?
This research project investigates educators’ practices that promote the spiritual development of children aged 3 to 4 years, within the specific context of Catholic childcare. The project aims to investigate what educators understand by the term ‘spirituality’; what educators know about promoting children’s spiritual development; and what practices educators are implementing, intentionally and incidentally, to promote children’s spiritual development. It is intended that this research will benefit participants by providing them with clarity around attending to children's spiritual development. Belonging, Being and Becoming: Early Years Learning Framework for Australia [EYLF] (Department for Education, Employment and Workplace Relations [DEEWR]) is a mandated framework in Australia for use in settings working with children birth to 5 years of age. The EYLF (DEEWR, 2009) articulates that educators must attend to, and provide experiences that engage children’s spirituality, however little advice is provided on the way this may be achieved.

Who is undertaking the project?
This project is being conducted by Christine McGunnigle and will form the basis for the degree of Doctor of Philosophy at Australian Catholic University under the supervision of Dr Jan Grajczonek.

Are there any risks associated with participating in this project?
There are no foreseeable risks in participating in this research investigation. In some cases participants may feel challenged by some questions and if they expressed interest, the researcher could later organise an informal, unrecorded discussion group as a debriefing session.

What will I be asked to do?
As the Centre Director/ Principal, your involvement in the project is through providing access to the Centres and their educators. Educators will be asked to be involved in the following:

- Provide a 2 week example of their planning/documentation for the 3-4 year old rooms within the Centre;
- Participate in a semi-structured interview that will take up to one hour. The interview will take place at the Centre at a mutually convenient time. Questions in the interview will be investigating the educators’ understanding of the term ‘spirituality’. EG: Can you describe for me an experience of your own, or something you have witnessed, or read, that you consider ‘spiritual’? Interviews will be digitally recorded and transcribed. Participants will have the opportunity to check the accuracy of the transcribed interview;
- Have their practice observed by the researcher for 2 non-consecutive days

**How much time will the project take?**

It is intended that there will be 3 visits to the Centre.
Visit One: Interview with the Educator/s and collect 2 week planning documents (1 hour / educator)
Visit Two: Full day observing the educators’ practice with 3 to 4-year-olds
Visit Three: Full day observing the educators’ practice with 3 to 4-year-olds

**What are the benefits of the research project?**

This research will benefit the educators by providing them with clarity around attending to children's spiritual development. As the EYLF mandates that educators attend to the spiritual capacity of children, this research aims to assist educators in achieving this. More widely, a benefit of this research is the focus on the practices of the educator in promoting children's spiritual development. Several studies exist that have attempted to describe and to measure children’s spirituality, however few have addressed the actions of the educator with children below school age and this investigation seeks to explore this gap in current research.

**Can I withdraw from the study?**

Participation in this study is completely voluntary. You are not under any obligation to participate. If you agree to participate, you can withdraw from the study at any time without adverse consequences. If you choose to withdraw after data has been collected, it will be destroyed.

**Will anyone else know the results of the project?**

All data collected in this project will be de-identified during the data collection phase. Confidentiality of participants will therefore be maintained. All data will be stored securely in a locked cabinet and on password protected USBs. Results of the project will be published in journals and presented at conferences on the themes of spirituality and children’s spiritual development. No identifiable data will be shared.

**Will I be able to find out the results of the project?**

An executive summary will be provided to participants at the conclusion of the investigation. Any publication that comes as a result of the research will be made known to participants also.
Who do I contact if I have questions about the project?
Please contact Christine McGunnigle on email:
ccemcgu001@myacu.edu.au

What if I have a complaint or any concerns?
The study has been reviewed by the Human Research Ethics Committee at Australian Catholic University (review number 2015-153E). If you have any complaints or concerns about the conduct of the project, you may write to the Manager of the Human Research Ethics Committee care of the Office of the Deputy Vice Chancellor (Research).

Manager, Ethics
c/o Office of the Deputy Vice Chancellor (Research)
Australian Catholic University
North Sydney Campus
PO Box 968
NORTH SYDNEY, NSW 2059
Ph.: 02 9739 2519
Fax: 02 9739 2870
Email: resethics.manager@acu.edu.au

Any complaint or concern will be treated in confidence and fully investigated. You will be informed of the outcome.

I want to participate! How do I sign up?
Please complete the consent form to indicate your ability to participate. Please sign both copies. I will collect the consent form in person at the Centre.

Yours sincerely,

Christine McGunnigle
PARTICIPANT INFORMATION LETTER
Educator

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What will I be asked to do?
As an educator working with children aged 3-4 years, you will be asked to be involved in the following ways:

- Provide a 2 week example of your planning/documentation for the 3 to 4-year-olds rooms within the Centre;
• Participate in a semi-structured interview that will take up to one hour. The interview will take place at the Centre at a mutually convenient time. Questions in the interview will be investigating the educators’ understanding of the term ‘spirituality’. EG:
  o Can you describe for me an experience of your own, or something you have witnessed, or read, that you consider ‘spiritual’?
• In addition to that experience, can you describe what you understand by the term ‘spirituality’?
• Interviews will be digitally recorded and transcribed. You will have the opportunity to check the accuracy of the transcribed interview;
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Christine McGunnigle
PARTICIPANT INFORMATION LETTER
Parent

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There are no foreseeable risks in participating in this research investigation.

What will I be asked to do?
- As a parent, you are asked to provide consent for the researcher to observe the practice of the educator within the 3-4 year old rooms. The children are not the focus of the research, but will be present whilst observations of the educator take place. The children will not be in any way identifiable
How much time will the project take?
There is no time commitment for you as a parent. The researcher will attend the Centre on 3 occasions.

What are the benefits of the research project?
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Appendix B: Participant Consent Forms

CONSENT FORM: Principal/Director

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PRINCIPAL SUPERVISOR: Dr Jan Grajczonek
STUDENT RESEARCHER: Christine McGunnigle

I ........................................ (the participant) have read (or, where appropriate, have had read to me) and understood the information provided in the Letter to Participants. Any questions I have asked have been answered to my satisfaction. I agree to participate by providing access to the Centre and the educators of the 3-4 year old children. I realise that I can withdraw my consent at any time without adverse consequences. I agree that research data collected for the study may be published or may be provided to other researchers in a form that does not identify myself, the Centre or my staff in any way.

NAME OF PARTICIPANT:
SIGNATURE ..............................................................DATE:........................................

SIGNATURE OF PRINCIPAL SUPERVISOR:
DATE:.................................

SIGNATURE OF STUDENT RESEARCHER:
DATE:.................................
CONSENT FORM: PARENT/GUARDIAN

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STUDENT RESEARCHER: Christine McGunnigle

I ................................................... (the participant) have read (or, where appropriate, have had read to me) and understood the information provided in the Letter to Participants. Any questions I have asked have been answered to my satisfaction. I agree to participate by providing consent for the researcher to observe the practice of the educator whilst my child/ren is at the Centre. I realise that my child may be observed but understand that no identifiable information about my child/ren will be recorded. I realise that I can withdraw my consent at any time without adverse consequences. I agree that research data collected for the study may be published or may be provided to other researchers in a form that does not identify my child/ren in any way.

NAME OF PARTICIPANT:

SIGNATURE ..................................................DATE:...................................

SIGNATURE OF PRINCIPAL SUPERVISOR:

DATE:..................................

SIGNATURE OF STUDENT RESEARCHER:

DATE:.....................................
CONSENT FORM: EDUCATORS

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I ................................................... (the participant) have read (or, where appropriate, have had read to me) and understood the information provided in the Letter to Participants. Any questions I have asked have been answered to my satisfaction. I agree to participate in a one hour interview that will be digitally recorded; submit 2 weeks of my planning documentation; and have my practice observed for 2 non-consecutive days. I realise that I can withdraw my consent at any time without adverse consequences. I agree that research data collected for the study may be published or may be provided to other researchers in a form that does not identify me in any way.

NAME OF PARTICIPANT:
SIGNATURE ..........................................................DATE:.........................................

SIGNATURE OF PRINCIPAL SUPERVISOR:
DATE:.................................

SIGNATURE OF STUDENT RESEARCHER:
DATE:.................................
Appendix C: Interview Questions

Interview Format and Questions

- Date, time, place, interviewer, interviewee
- Introduction: provide some background to the research
- Key questions
  1. Can you describe for me an experience of your own, or something you have witnessed, or read, that you consider ‘spiritual’?
  2. In addition to that experience, can you describe what you understand by the term ‘spirituality’?
  3. How do you think children express their spirituality?
  4. How do you think children’s spirituality can be developed and nurtured?
  5. What types of opportunities do you think you provide in your room to assist children to develop within the spiritual domain?
  6. What is the relationship between spirituality and religion for you?
  7. Can you tell me a little about your early childhood educational philosophy and beliefs that inform your practice?
  8. What has led to these beliefs? For example, particular experience, training, documents?

- Probing questions as required: Can you tell me more about...? What do you mean by...?
- A thank you statement
Appendix D: Sample of Interview Data
Analysed interview transcript from Educator 1: Centre B

TranscribeMe!

Transcription results:

EDUCATOR 1: CENTRE B

How are you?
Yeah, good thanks. Busy day!
Yeah! I saw! Thanks for making this time for me.
No problem.
So yeah, is it working?
Ahh, yep I think so, yes, all good so -
Okay yeah good. Did you get my planning?
Yes I did thanks – that's great.
Okay, yeah.
Okay, then we'll start. The first question's the hardest - and there's no wrong answer. It's all your thoughts - so the first one is, I want you to describe for me a time in your life, an experience that you've had that you might say was spiritual and then describe that, or an image, whatever comes to mind.

PERSONAL RELIGIOUS CATHOLIC ACCEPTING

I think it's more of an individuality sort of thing, spirituality, as in - because I'm not personally Catholic. I see spirituality as accepting everyone for who they are, and embracing everyone's differences and individuality, like with the children and that sort of thing. Yeah, spirituality is having -- So it's individual?

PERSONAL GOD-BELIEFS CONNECTION

Yeah, personal, and having an idea of who you are and the morals that you have and the sort of person that you want to be from another level. But more than just physical or what's going on around you in a physical way, but more of a thought processes and connection with something more. I would call it God but other people would call it something different.

Do you think you've had a spiritual moment, or is there something, a particular moment that comes to mind as being --

NATURE SICKNESS/ILLNESS

I find nature really spiritual. In times in my life where things have been quiet - hard. Grandma has been very sick and things like that, particularly the pelican, I've sort of clung onto that. And so my grandma actually had an aneurism and wasn't going to make it, and the day we found out she was okay, there was pelicans all the way to the trip to the hospital, and then it was really, really bizarre, but my cousin's baby actually passed away when it was born, an hour after it was born. And we went to the funeral just the other week, and there was a pelican flying in the sky. It was really bizarre, but to me, that sort of connection -- Yeah. Wow - it's like a symbol like that, though.

SOMETHING MORE BELIEFS

Yeah, it was just - looking up in the sky, all the others like, "Um, okay." Something's going on a bit more for me, I feel like maybe something more. Because I'm open and
TranscribeMe!

accepting to that sort of thing.

Yeah, okay thanks. So in a spiritual moment, so for example in both of those scenarios, what are the types of feelings that they bring, that is spiritual? Like how are you feeling internally, so when you saw that?

Just that sense that there is something greater out there, that we're not just here to be human in that respect. Like that there is a bigger connection with what's going on in the whole world, in the universe, and how we're all meant to be, I suppose.

So it's a bit of a... a what type of feeling, or--

Yeah, wonder, inspiring, like a warmth sort of feeling, comfort, you find comfort in that sort of thing, spirituality.

Great, perfect. And just to really be sure I've got it [laughter]. You've said everything. Can you describe anything more about how you understand spirituality? What about if I told you that I am a very spiritual person, what sort of qualities, or connotations, all that, do you attach to me? Or is there anyone in your life you've thought they're a very spiritual person, what is it then about them?

I think there's different aspects of spiritual. Because some people are spiritual when they're quite-- spiritual in a earthy sense, like I dunno [laughter]. Yeah, Sonya's rocks and--

Oh like stone and gems.

Yeah, the way their lifestyle is, in food choices and all that sort of thing, makes them more gentle and generous I think. Like if they're vegetarian and things like that they have obviously respect for animals and just whole different kettle of fish. And then spiritual as in having that commitment to the church and the community feel within that, and I think genuinely spiritual people are very open and accepting, and yeah.

Yeah, great. Perfect. So now, on to children. How do you think children of this age, because they've got two and a half to sort of five-year-olds, how can they express their spirituality? So I've been here trying to observe. What types of things do you think they do to express spirituality?

They're-- it's really, I think, all the time, for me personally. I just watch them and I think they're finding who they are. Whether it's a conflict-- just crazy, or whether it's dealing with emotions to other children, or to educators, or recognising something-- so sometimes community members, things like that, they'll call out like, "Mr. [Beets?]. Mr. [Beets]?--"

Sorry, can I just grab my bags?

Oh, do you have...? Do you want the pink one as well?

No, that can stay [crosstalk]. Thank you.

So whether it's things like that, Mrs. Finch is obviously a rock normally for them. And I don't really know how to explain it, but just generally developing who they are through that sort of knowing when something's right and wrong, showing empathy and emotions and--

So, a lot of that is actually planned or unplanned? Like, ah, what opportunities could you provide?
Oh, yeah, unplanned.

What about— what do you think you do planning-wise that would promote their spiritual development? [pause] What structures or what activities do you set up?

Planning-wise is we do a very individualised approach to their learning, so when we observe them in particular, it might be that they're not coping well with group situations, or dealing with conflict, sharing, that sort of thing, so then we'll plan for that. We'll do the observation at a particular moment, and then the follow-on might be, "How can we encourage you to join in the group?" and things like that. Otherwise, if it's something like they're very-- I'll have to say creative, because we've had a lot of children who've done amazing observational drawings and that's things that we want to promote because it's them showing personality and who they are through their art. So obviously we'll encourage that, provide more materials and resources for them to explore that sort of side of them. Because personally I'm very artistic as well. I like to promote that sort of thing with the children because it is very self-reflecting, and it makes you reflect on— you've done a good job, things you could be getting better at, that sort of thing.

Or else we do like physical, if they enjoy games and things like that, then we'll do FMS and group games, or specific games, running races, all that sort of physical affair. Or if they're not doing very well with that, we'll still do it just to start in with [laughter].

And if they're interested in writing, we set up the whole writing area with guidelines and things, but developmentally appropriate, so we wouldn't do that for the two and a half year-olds. We're saying that these children who are in kindy who are trying to work, we're just encouraging them to be.

And so it seems that, from what I can see about the planning, that there's a lot on offer. Do the children get to choose?

Yeah, in the broader centre, yeah. So how the group plan works is from those— basically what happens is we have a month goes by, so then from that month we pick out the things that either maybe weren't as successful because the children weren't interested and won't do it, or we'll pick out something that we think's really important that they haven't done yet, and we'll put it back in at maybe a different area or a different way, because sometimes you take things outside, it's completely different. So and then we'll put that on the plan, and each staff member so far has been responsible for an area. So, construction, out the back, out front, and they'll all set up their area with those resources for the children. And then we'll write observations based on that, and for the group and the individual, depending, and then that will come back to the next month.

Yeah [laughter]. All right, you've already mentioned this a bit, but as a separate question, what for you is the relationship between spirituality and religion? How are they separated or connected, how do you see them?

That's interesting.

Yeah [laughter].

I think religion is basically just putting a face to it. If that makes sense. So--

Do you mean naming it—?

--just because if I'm not to go to church, doesn't mean I'm not spiritual person, but if I go to church then I'm a religious and spiritual person, so, yeah, putting that emphasis
on how you create your spirituality through religion, that sort of thing.

So do you think that everyone is spiritual?

Yeah.

So when you look at the children, would you say, "They're all spiritual"?

Yeah, I think everyone has an inner sort of spirit. You would call it maybe something like a soul, or a--

Yes.

--who you are in a greater perspective, when you don't put life pressures on yourself and things like that. The potential.

And then religion comes along.

Yeah, I think anyone could choose to be religious, but it's more of a choice than spirituality. I think that's something that is in everyone, sort of like a God-given thing, if you would call it that, and religion is something that you can choose to then follow on and then have a greater focus for your spirituality.

Perfect. [laughter] So I'll ask you now about your early childhood practice, because the way, or your beliefs about children and the way they learn and about the environment, so if you could make just a few statements about your beliefs there [laughter].

[laughter] Well, my beliefs about children are that everyone is individual, or every child, whether they're the same age or the same gender. Early childhood teaches you that really quickly.

"You've seen nothing." [laughter]

Yeah, that is right, "You've seen nothing," that is definitely right [laughter], and that they all deserve your time and your patience and all you can basically-- and I do sometimes have to go on a-- because we have such a large number of children coming through that like are needs-based, so some children are really struggling either emotionally or things like that, so I tend to-- just not be with them all the time, but drift towards them when I see the things arising so that it doesn't happen. Just looking at those sorts of situations and trying to stop the meltdowns before they happen so that we can-- being proactive I suppose. But yeah, I believe that all children are individual. I believe that all children can learn and have the ability to engage with learning, and that impacts greatly on how we set up. If we have meaningful things that the children are interested in set up, you'll know because it's quiet. Or there's a great communication between them. And then obviously on the other side, if it's not set up properly then that's when the conflict and that sort of thing starts. Kids they're very eager to learn, and they all learn in different ways. That's something massive as well, in the fact that, like I said, some are artistic, some are more physical, some are invert, in the block corner every day, or in the dolls area, things that they drift towards because that's their interest. But they're still doing a lot of the same things. When you bring them all back together, they're still all learning and playing.

That's good. You just mentioned play ...
And, which previously you've mentioned, but like the choice. I observed children they just ask for things and then the educators go and get it or facilitate them getting it or--?

Yeah, that's right. So we make it available to them. Definitely.

Yeah. Perfect. Okay, last one is about your training and experience, so that I've got it what your background is. What sort of has led to your beliefs?

Well, I've been here in the Centre for about seven years.

You'd be running it by now [laughter].

Seven years, but that's from an assistant to a qualified to just about finished my education, so like a bachelor's.

When do you graduate, or when do you hope to graduate?

I'll have next year study and then hopefully then.

Yeah, excellent, well done.

--I'll graduate soon. Yeah, which is really, I suppose, taking on the role as the lead without having the degree, at first I was terrified. I thought, "No one's going to think that I can do it [laughter]."

Today, everyone does.

Obviously there's a bit more there than what I've previously actually thought about myself, but--

It's funny because you think you don't know anything, and then you're there and then you make decisions because you know something [laughter].

Yeah, that's right. You think teachers have-- because a lot of teacher have obviously been interested a long time, but things are changing all the time. I don't think you would ever know--

No, you never feel like you know everything [laughter]. And what about any recent PD you've had?

I went to the Child Australia conference.

Oh, yeah? Was that through here?

Yeah, Anna and I went. I've been to the Autism Association too. This year I went to a visual strategies one--

Autism spectrum type thing, yeah. Are you involved in the PD that the school offers, or do you get to pick and choose if you go to that, or--?

I have been invited to it previously, but obviously I'm still working on the floor with the children, so if it doesn't match up, then I can't attend. But generally I went to the conferences at the beginning of the year, which was very interesting and actually.

Yeah.
Yeah, I think also. And what else--?
Yeah.

**EARLY YEARS**

Yeah, I think I went to a EYLF one
Yeah, [laughter], yeah.
I dunno I think that's it.
Alright.
Oh and then I've also been to a few, run by Notre Dame, but they do, like a language development one. Obviously early childhood--
Yeah, early literacy stuff.
Yeah, that's right, from here to pre-primary one, so, yeah, it was very good.

**NO SPIRITUALITY**

Great. And just to clarify, anything on spirituality?
No, not as yet [laughter].

Nope? That's it.
Yeah. All right [laughter].

Thank you so much.
Thanks. Okay.
Appendix E: Observation Template

Contextual Information: eg: age group, setting, times

Room:
Lead Educator:

<table>
<thead>
<tr>
<th>Events – Verbal and non verbal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental notes including resources</td>
</tr>
</tbody>
</table>
Appendix F: Sample of Observational Data

Analysed extract from observational data of Educator 5: Centre A.

Observation Template

Room: 3 year old Kindergarten: Centre A
Educator: Educator 5
Observation Time: Observation # 1: 8am-3.15pm

Environmental Comments:
Large room located connected to other classrooms by a communal kitchen. Entry through lobby into the indoor environment. Access through large sliding doors to a shared outdoor environment (with 4 year old kindergarten classes). There is also a verandah outside.

Observation:
Doors open: 20 min before session starts. Mums and dads come in with their children – they put bags into pigeon-holes and most do a puzzle with their child. The educational assistant (EA) greets parents and children as they enter. She encourages them to take their parent over to the IWB to drag their name into the school building. The Educator is engaging with children whose parents have left. She asks two children about the space video they watched yesterday, “can you remember what happens when the astronaut eats chocolate pudding in space?” One child responds and explains they have to catch the flying pudding.

A parent approaches the Educator to provide information about what’s been happening for her child, “Lisa may be out of sorts today as we just moved house…”

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Educator listens and responds, “Thanks for letting us know we’ll keep a special eye on her”.

The Educator is now sitting in the story-time chair on the mat placing picture cards onto the easel but they are back-to-front. Two girls make their way over to the Educator and ask why she is changing the picture. The Educator responds, “because I have something to show you – a letter! Wait till you see!” The children are interested and speak at the same time to ask, “who is the letter from? When can we see the letter?” The Educator advises that they will get to open the letter when the bell rings and they must be patient until then.

The Educator and EA continue to engage the children in activities before the day starts – they encourage them to do a task, “why don’t you look at your ‘All about me’ book” and “why don’t you do a puzzle”. Most children entertain themselves.

A child enters with her dad, Educator asks, “What happened to your chin Lisa?” Dad responds… “She had a run in with her brother’s train” “Oh no Lisa” Lisa then responds to say… “We were playing and he hit the train on my face” Educator says, “Ouch”.

It is passed the usual start time of 8.45 (it’s now 9am) and the room is still filled with parents and children. Educator and EA are moving around engaging parents and children in conversation. Some parents take this opportunity to speak with the teacher about incidents that have happened as well as how their child is feeling today.
EA rings the bell with a helper child.

Children move to the mat and sit in a circle (no Educator direction). The Educator and EA sit on the floor with the children. The child who is upset now that mum has gone sits on the lap of the EA. There is also a child with special needs and he sits on the lap of another EA whom he has walked in with.

During the morning mat session the Educator leads the children through a song: “Hello, how are you today? We’re going to have a great day...” There is clapping and actions too. The children turn to face a different partner for each verse. It appears to settle/calm all of the children. Educator introduces all of the adults in the room (EAs and parent helpers). Then Educator says...”where’s Melissa?” “Melissa tell everyone where you are going next week!” Melissa says...”I’m going to see my mum” “That’s right....to watch her get a certificate...[story continues about mum’s award]”. Educator concludes story saying, “Thanks for sharing that with us Melissa”.

Educator gets the Christmas hamper and pulls it into the middle of the circle. She says – “I wonder what it would feel like to open a box/present for xmas and find nothing in there....how would you feel?” Children call out to respond “sad”... “I would scream”

Educator says, “we would all feel sad – what would make you feel happy? When you have something in your box like what mums and dads have put into the hamper. We should thank our mum and dads for being so kind.”
Appendix G: Pre-Analysis Coding Frame
CATEGORY DESCRIPTIONS

Relationality:
An awareness of the ‘self’ and the relationship of the ‘self’ to ‘others’. ‘Others’ in terms of person, environment or a transcendent.

Relationality with self: construction of the self; identity development; development of resilience and wellbeing; the search for meaning in one’s life.

Relationality with others: relationships; connectedness to others; creating a sense of belonging; social skills.

Relationality with a transcendent: the notion of going beyond the self; God; Jesus; prayer; creator, transcendence; questions about the soul, spirit, heaven; religious education.

Relationality with the environment: involvement of children with nature; nature play; natural resources.

Creativity: activities that encourage creative expression; the arts;

Imagination: opportunities to engage the imagination; imaginative play (dramatic play)

Wonder and Awe: educator modelling of wonder; children expressing wonder and awe; delight.
Appendix H: Sample of Documentation Data

Analysed extract of documentary data from Educator 3: Centre C.
Appendix I: Post-Analysis Coding Frame

Educators’ Practices to Promote Children’s Spiritual Development

Through educators’ planning for:

- **Main Category: Relationality**
  - **Main Category: Relationality with Others**
    - **Belonging**: Friendship Tree
    - **Co-operation**: Playing games
    - **Moral Development**: Explicit instruction on ‘acts of kindness’
  - **Main Category: Relationality with Self**
    - **Identity Development**: News-time
    - **Reflection**: Quiet-time
  - **Main Category: Relationality with Environment**
    - **Care for Nature**: Gardening
    - **Appreciation of Nature**: Utilising natural materials
  - **Main Category: Relationality with a Transcendent**
    - **Religion**: Prayer, drama
    - **Wonder**: Religious wonder questions

- **Main Category: Creativity & Imagination**
  - **Opportunities**: Resources for play