

## **Appendix SI: Semi Structured Interview Framework**

### **Interview framework for Key Educator of each Centre and kindergarten room:**

This framework represents the key content and topical areas of focus – the actual questions and the exact wording may vary)

#### **A. Background and qualifications:**

1. Please tell me about your background, qualifications and experience in working in child care?
2. How long have you worked in this centre/room?
3. Where did you obtain your qualifications from? When?
4. Can you recall in your training what emphasis and importance was place on using children's literature when working with children?
5. Can you recall or have you subsequently learn any pedagogy or theory regarding using children's literature with children?

#### **B. The role of children's literature in your centre/room:**

1. Could you tell me about the role and place of children's books in your centre/room?
2. Do the centre policies and curriculum requirements have specific mention and emphasis on selection use of children's books – can you tell me about this and what it means to you in your role?
3. Could you tell me about what you believe the importance of children's literature is in the experience of a child in your care?
4. How does that influence your approach to using children's literature?

#### **C. Selection of children's literature texts for the centre/room:**

1. Who selects the children's literature texts for your room/centre?
2. What considerations do you make when selecting texts?
3. Do you face any particular challenges when selecting or accessing books for the centre/room?
4. How do you decide where to store books and which books to make available for children to select and use?
5. Are there any challenges associated with this?
6. How often do you rotate the books for the children?

#### **D. Selection of texts for sharing with children:**

1. Could you tell me about the activities you plan for using children's literature?
2. How do you select the texts for these?
3. What types of unplanned activities take place with children's literature?
4. Who selects the texts for these?

#### **E. Using children's literature with children:**

1. Could you tell me about some of the activities you do with children's books?
2. How do you engage the children?
3. What types of books do the children prefer? Why do think this is so?

4. What books do you like to use the most? Why?
5. How often do you conduct planned activities with books?
6. How often do you conduct unplanned activities with books?
7. What other opportunities do children have to interact with children's literature texts?
8. Do you ever do follow up activities with children after sharing a book with them? Can you give me some examples?
9. Do you ever link children's literature to other activities learning within the curriculum? Could you give me examples
10. Do you ever make spontaneous or incidental links to children's interests or other activities?
11. Could you tell about some examples of sharing books with children that you think were most successful?
12. Can you tell me about some of the response to literature that you have observed in the children?

F. **Children's literature and the EYLF:** I have here the Learning Outcomes of the EYLF and I would like to ask you about where you see children's literature playing a role and examples of those where you have perhaps used a book in regard to any of these outcomes:  
(Note: this will be a semi-structured discussion rather than item by item interview)

1. Outcome 1: Children have a strong sense of identity
  - i. Children feel safe secure and supported
  - ii. Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
  - iii. Children develop knowledgeable and confident self-identities
  - iv. Children learn to interact in relation to others with care, empathy and respect
2. Outcome 2: Children are connected with and contribute to their world
  - i. Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
  - ii. Children respond to diversity with respect
  - iii. Children become aware of fairness
  - iv. Children become socially responsible and show respect for the environment
3. Outcome 3: Children have a strong sense of well-being
  - i. Children become strong in their social and emotional wellbeing
  - ii. Children take increasing responsibility for their own health and physical wellbeing
4. Outcome 4: Children are confident and involved learners

- i. Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination, and reflexivity
  - ii. Children develop a range of skills and processes such as problem solving inquiry, experimentation, hypothesising, researching and investigating
  - iii. Children transfer and adapt what they have learned from one context to another
  - iv. Children resource their own learning through connecting with people, place, technologies and natural and processed materials
- 5. Outcome 5: Children are effective communicators
  - i. Children interact verbally and non-verbally with others for a range of purposes
  - ii. Children engage with a range of texts and gain meaning from these texts
  - iii. Children express ideas and make meaning using a range of media
  - iv. Children begin to understand how symbols and patterns systems work
  - v. Children use information and communication technologies to access information, investigate ideas and represent their thinking.

**G. Challenges or difficulties with using children's literature with children**

- 1. Do you face any challenges in regard to working with books and young children?
- 2. Do you encounter any challenges in regard to making books available to young children for their own use?