



Supplemental Materials for Expanding the Network of Ignite Minds Family Day Care Centers

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SM-A: Organisational Learning Australia

Organisational Learning Australia (OLA) is one of the companies under the same ownership as IM. OLA provides certificate III's to potential early childhood educators. The training these educators receive is based around the Steiner Method. A typical training day for educators is broken into four parts, summarized below in Table 1.

Table 1: A breakdown of an OLA training day.

Stage of Day	What Educators Learn
Theory	<ul style="list-style-type: none">• Rules and regulations• Procedures to follow• Children's stages of development and how they are shown in behavior• Methods for handling situations (situation roleplay and discussion)
Nature Pedagogy	<ul style="list-style-type: none">• An appreciation of nature and the earth, which is then translated into lessons with children• Some aboriginal words and traditions
Movement	<ul style="list-style-type: none">• Ways to incorporate imagination into movement lessons• Ways to incorporate props into movement
Crafts	<ul style="list-style-type: none">• Songs and dances to do with children• Crafts to do with children• Crafts to do for their care centers

OLA's lessons are all very interactive. Every lesson is done in a circle, whether standing or sitting around a table. The theory section is the closest to a traditional lecture, but it is mostly discussion based. The nature pedagogy has some discussion but will also go for walks outside and gives examples of outdoor activities to do with children. The movement lesson starts with a stretch and relaxation exercise. Then educators will come up with activities to do with the children that involve movement and imagination. After an educator shares a movement idea sometimes the whole group will give ideas to add onto that exercise to make it more creative. The final lesson of the day is the crafts section. This lesson starts with the group singing and dancing, the group then moves to sit down on a circle of cushions to do the day's craft.

OLA and IM Values:

OLA:

1. We recognize learners are the thinking hands of industry.
2. Committed to the lifelong learning of our staff and customers.
3. Embrace learning as a process rather than just another qualification.
4. We listen to what our customers want, exercise self-awareness and emotional intelligence.
5. We aim to be original, different and creative.
6. We strive to do what no one else is doing in the marketplace.

7. We are committed to innovation.
8. We are open to new ideas and possibilities. With our growth mindset nothing is impossible.
9. We are committed to continually improving our own performance.
10. Failure is a valuable opportunity to learn on our road to success and persist bravely and intelligently, unrelenting in the face of obstacles.
11. We embrace change and become the driver of change.
12. We know it's never too late to do things differently and better.
13. We use our shared intelligence to do more with less and pursue cost effective and environmentally sustainable solutions.
14. We infuse creativity and fun into work and the workplace.
15. Our flexible work arrangements assist us pursue our organizations goals more productively.
16. We value aesthetics when incorporating form and function. We are inspired by those who engage their imagination.

OLA Vision mimics IM's Values below. . .

IM: "We Teach play-based early learning from within nourishing homes under the family Cat Care umbrella" - Poster

- **Belonging**
 - Relationships, security, knowing children, respecting diversity, being understood
 - Children have a strong sense of identity (IM Goals)
 - We are spiritual beings that are. . .
 - Working for a greater good
 - Nurturing the spirituality of all the children and families
 - Taking times to reflect on the relationship of things
 - Honouring our ancestry, heritage, and past
 - Building bridges, finding peace with all people
 - Vigilant communities to make sure our children are safe
- **Being**
 - Exploring. Creating. Great individuals. Knowing yourself
 - Children are connected with and contribute to their world (IM Goals)
 - We thrive on inclusion of people and ideas and seek to dispel dogma through. . .
 - Being intellectually curious and comfortable with differences
 - Being open to learn from each other
 - Valuing all our unique cultural perspectives
 - Creating safe and loving places for loud, quiet, fast, slow, exuberant, extroverted, introverted, creative, intellectual, compassionate, curious learners.
 - Working positively to bring joy through singing, dancing, and having fun.

- Being role models
- **Becoming**
 - Independence, self-sufficient, confidence in doing things, building on prior learning
 - Children have a strong sense of wellbeing (IM Goals)
 - We are play based and child led in our curriculum. Through play our. . .
 - Children are supported to choose and take increasing responsibility for their own health and physical wellbeing
 - Children are able to connect with and explore their own interests
 - Children are able to connect with and explore their own interests and opportunities are extended through environments we create
 - Educators become master playwrights, co actors, set designers, audience, patrons, and advocates within an unscripted living pay
 - Children are confident and involved learners (IM Goals)
 - Our learning environments are full of meaning and demonstrate planning for each child.
 - **Our objects. . .**
 - Are selected to extend the developmental needs and interests of each child
 - Are in good repair, safe, and non-toxic
 - Are ‘open ended’ and can be experienced in play in many ways
 - **Our environments. . .**
 - Enable freedom of movement, are accessible and clutter free
 - Are full of natural fibres – wool, wood, bark, leaves, twigs, sand, dirt, beeswax, mud, clay – and change with seasonal availability
 - Demonstrate evidence of life – natural light, plants, animals, children
 - Allow children to have choice, take care, respect, nurture, build, modify, and impact our environment in creative ways
 - Children are effective communicators (IM Goals)
 - Our communication recognises we. . .
 - Are all on the same team
 - Are all passionate about Early Childhood Education and strive for our best
 - Know who to contact to get things done
 - Impact our legal and ethical responsibilities with ease and acceptance
 - Connect customers to speak to relevant people
 - Respect the intellect and imagination of children
 - Listen for what is unsaid
 - Are solutions focused

- Communicate through colour – painting and drawing, songs – song and music, language – poetry, rhymes, and wordplay, movement – dance, drama, genres, and roleplay, and forms – shapes, symbols, and ideas.

SM-B: Play-based Learning Apps & ACA

The Department of Education and Training developed an app for parents and educators called Learning Potential. Learning Potential is designed to give parents extra resources and tips for creating educational play at home. The app is applicable for children from pre-school age all the way to high school age (Australian Department of Education and Training).

There are two other play-based learning apps offered on the site (Department of Education, Support for Arts and Languages). These two apps are Early Learning Languages Australia (ELLA) and English Language Learning for Indigenous Children (ELLIC). ELLA's main goal is to make learning apps interesting for children; whereas, ELLIC's focus is to teach English to Aboriginal or Torres Strait Islander pre-school children, for whom English may be a second language.

In 2016 the Department of Education partnered with Victoria university to assess the quality of science, technology, engineering, and mathematics (STEM) apps designed for early learning. The Government provides funding to Froebel Australia Limited for their Little Scientists, an app designed to help early learning educators develop STEM skills and to learn how to teach STEM concepts to children. The app gives examples of fun and inquiry-based games to play with children.

Australian Childcare Alliance

The Australian Childcare Alliance (2019) is a not-for-profit group that advocates for and supports privately owned family day care centers. They have over 200 care centers partnered with them in the Melbourne area alone. ACA provides support through regular training opportunities and professional development, as well as partnering with suppliers to have special offers for their members, and lawyers for free legal advice on complying with national law (Australian Childcare Alliance, 2019).

SM-C: Observation Sheets

Rosemary:

Rosemary's - Interactions

8:00 am Cuddles

- Said: integrated - w/ family
- don't have to force a routine
- "sometimes they don't need me to play w/ them"
- "emotionally isolated (in home care) - encourage working w/ educators: mental health"
- "bring other caregivers to home (more like a home)"
- "kids - works w/ kids w/ microphones (w/ c adults use stairs)"
- "not playing in play room - lets them play alone"
- chairs - asks ?
- play electronic - no is used not to watch
- set up table
- don't burn your finger
- guided play - pulls out toy - "what is for?"
- acts out story
- presents w/ them

9:00 am - morning tea - if hungry - put up trash

- 1. one has a headache's in ECE
- 2. playroom - not always guided
- asks questions to lead
- takes lots of photos
- asks ? while playing

9:30 am - takes younger for nap - gives bottle

- talks friends - what you know about...
- afternoon learning
- board
- animates w/ them

- are we done w/... - is to clean up
- elaborates on game - increases what they're pretending - new elements to it
- cleans up so they play

10:00 am - in old day care - two daddy fish & a baby

- new boy coming in w/ two mom's
- so she is putting out images & book of some sex parents
- "one book shows all types"
- reads pic book - points to pics - asks it out (including 2 dad books)
- feels sad when they're hungry - asks if they want morning tea

10:30 - party - show them to get everything

- set up - quiet: what do we need
- got music - light
- dancing - "sustain" - encourages everyone
- helps moving table - patient
- ask everyone for juice

11:00 am - clean up - outside

- helps everyone put on shoes & socks
- put on sunscreen hats
- hide & seek - who wants to hide? count in Spanish
- asks everyone who one wants to play a game
- doesn't take part in games
- she used pretend w/ gun - use w/ed

Daily Routine

- Speaking Spanish first thing in the morning
- little one has a nap 1:30pm
- playtime from 2pm

Educator job is very flexible, every one depends on the children. Each activity has a routine procedure.

9:00 am - morning tea

- 1:10 morning tea, and asks them all in Spanish
- Morgan went for nap at 1:15pm
- Rosemary is in kitchen watching

E Offers clean up and they decide

- takes pictures of the kids playing for their stories
- Morning tea with Morgan at 10:12am

E Play Party

- lights, play instruments
- play cake made
- play music

E Everyone races to put on shoes

- After, sweet snacks, hats, and sunscreen

E Playtime

- free play session
- hide & seek
- walk around
- Monster play - choosing and later hiding & hiding
- Children are in charge, but educator guides interaction
- instead of guns in a game she changed it to a net
- When Educator doesn't know subjects, they took the time out to look it up and learn about their kids are into
- Sings one child to play with others to encourage sibling play
- lunch time 11:15am
- Reactions support ("Rosemary loves you apple")
- No package food for children, juice not allowed
- eating lunch together

Rosemary Culture

Observations

- Teaches/works with children on Spanish
- formal and informal (guided play and throughout the day)
- Compliments actions of children in Spanish
- Uses Spanish/English during play
- Asks basic questions to kids in Spanish & English (Ex. Are you hungry)
- Tries to be open to all cultures when selecting daily plays (children with some own parents) as well as express her own
- So the children can experience different cultures / life choices in a easier method
- Pop culture - dancing
- Tells kids / counts in Spanish for games

Jake:

- stop monster - not kill - says we don't want to hurt animals - play nice instead
- let max this to play with
- set up slide on two cases - be climb up like a mammoth
- 11:30 - showed animals on iPad
- walks around garden checking on everyone
- sings song to bring everyone together
- if you bring mat (dirt on bridge) everyone will get dirty - helps find new spot to bring it

Jake's routine, interactions & culture

- 7:00 am - purchase vegetables
- check fluids
- check board - in cages
- feed out side play
- lunchroom on Friday
- 8:00 am - sing in songs
- 9:30 - sing to bring everyone in
- encourage country song
- performing song - about people
- 9:40 - Morning exercise / Dance
- Morning music / Instruments
- help on setting tools to assist them in playing instruments
- 1:00 - get ready for gym
- lunch - service on the jungle in cage
- take it back to pen
- free play on gym

Martha:

- Uses cultural symbols, art work as decoration in rooms where children play
- Has a lot of family photos; help to provide a holistic education
- Uses ^{diy style} beads to get children's attention

Martha

Daily Routine:

- 4 children that she took to school
- E reads with child because he has a history of having trouble to speak
- Banana healthy snack for Abeer
- Play session outside
- Feeding time for baby
- Abeer remembers lots of his trips
- 10:30 am snack w/ older child, Abeer
- Practices talking to children all the time

Martha's Interactions 10-29

- 8:00 am - holds baby when cries ^{Abeer}
- shows toys - duck "quack, quack"
- gave spoon milk
- they sit on floor & play w/ toys - she's in chair
- she brings out toys / w/ a rattle / shows bear that makes sound
- shows how to stack something
- keeps baby from coloring stuff
- 8:30 - are you finished drawing?
- see crawling around, lets him keep in play room through
- waken up see when he put stuff in mouth
- sang song while clapping to see
- red picture book - how / abeer - to try to get him to talk - "gay cow"
- 9:00 - give Abeer a balloon - let him squeeze wanted more
- see in baby bouncer
- lets who baby play together
- water Abeer - wash his hands
- plays outside
- teampic
- 9:30 - seen inside - got too hot
- fed see on couch
- 10:00 am - martha talks lots of pictures for story part
- tell song - Simon says
- on Saturdays she has all 6 (come @ 9)

Nazmun:

Nazmun's Observations

- 10:00 am • Free play - kids have to clean up for next activity
- • talks w/ kids - they call her auntie
- • plays w/ kids
- • different activities out every 2 weeks
- • 4 different schemes?
- 10:30 am • plays / ask? - how many colors?
- • they call her auntie
- • when they make "animals" she plays along with them
- • pretends w/ them
- 11:00 am • sets up morning tea
- • kids call her husband Baba
- • her husband also interacts w/ them
- 11:30 am • serves everyone lunch
- • talk abt outside, know her, sees, paper
- 12:00 pm • Sing while eating, who stole the cookie
- • encourages going outside as a group.
- • riding bike, both guided and natural play
- 12:30 pm • Reading a book, children are encourage to read for others
- • One child reads to Nazmun's
- • Playdough play session.
- 1:00 pm • kids want to draw family
- • encourages kids to just draw
- • people cut outs for family
- • Ujj comes to visit.
- • Ujj also plays with children.
- • Ujj goes over coordinator procedure?

SM-D: Video Consent Forms

Ignite Minds Parent

Name of Child:

Parent/Guardian:

DATE:

PROGRAM TITLE: Ignite Minds Family Day Care & WPI

Working Title (the “Program”)

I, the above named, hereby authorise Ignite Minds & WPI to:

(i) tape and photograph me and my child and record my/his/her voice, conversation and sounds, including any performance of any musical composition(s) during and in connection with their appearance and I agree that Ignite Minds & WPI shall be the exclusive owners of the results and proceeds of any such taping, photography and recording with the right to include same in the Program throughout the world forever and for an unlimited number of times, to use and to license others to use, in any and all media, all or any portion thereof or of a reproduction thereof; and

(ii) use and license others to use my and my child's voice and likeness in any and all media, including but not limited to, cable and broadcast television, in the exhibition, distribution, promotion, advertising, sale, publicising and exploitation of the Program, Ignite Minds & WPI throughout the world forever and for an unlimited number of times; and

(iii) to edit or to authorise others to edit, add to, subtract from and/or re-arrange the taping, photography and recording of me and my child, my/their voice, conversation and sounds in connection with the Program as Ignite Minds & WPI in their sole discretion determines or to authorise others to do all of the above and in this regard I waive all rights of “Droit Moral” or any similar rights which I may now or hereafter have with respect to same.

Signature:

Witnessed by:

Print Name:

Address:

For any questions please contact Amelia Harvey at anharvey@wpi.edu, or contact Ignite Minds at [1300 856 463](tel:1300856463)

Ignite Minds Educator

Name:

DATE:

PROGRAM TITLE: Ignite Minds Family Day Care & WPI

Working Title (the “Program”)

I, the above named, hereby authorise Ignite Minds & WPI to:

(i) tape and photograph me and record my voice, conversation and sounds, including any performance of any musical composition(s) during and in connection with my appearance and I agree that Ignite Minds & WPI shall be the exclusive owners of the results and proceeds of any such taping, photography and recording with the right to include same in the Program throughout the world forever and for an unlimited number of times, to use and to license others to use, in any and all media, all or any portion thereof or of a reproduction thereof; and

(ii) use and license others to use my voice and likeness in any and all media, including but not limited to, cable and broadcast television, in the exhibition, distribution, promotion, advertising, sale, publicising and exploitation of the Program, Ignite Minds & WPI throughout the world forever and for an unlimited number of times; and

(iii) to edit or to authorise others to edit, add to, subtract from and/or re-arrange the taping, photography and recording of me, my voice, conversation and sounds in connection with the Program as Ignite Minds & WPI in their sole discretion determines or to authorise others to do all of the above and in this regard I waive all rights of “Droit Moral” or any similar rights which I may now or hereafter have with respect to same.

Signature:

Witnessed by:

Print Name:

Address:

For any questions please contact Amelia Harvey at anharvey@wpi.edu, or contact Ignite Minds at [1300 856 463](tel:1300856463)

Organisational Learning Australia Students and Teachers

Name:

DATE:

PROGRAM TITLE: Ignite Minds Family Day Care & WPI

Working Title (the “Program”)

I, the above named, hereby authorise Ignite Minds & WPI to:

- (i) tape and photograph me and record my voice, conversation and sounds, including any performance of any musical composition(s) during and in connection with my appearance and I agree that Ignite Minds & WPI shall be the exclusive owners of the results and proceeds of any such taping, photography and recording with the right to include same in the Program throughout the world forever and for an unlimited number of times, to use and to license others to use, in any and all media, all or any portion thereof or of a reproduction thereof; and
- (ii) use and license others to use my voice and likeness in any and all media, including but not limited to, cable and broadcast television, in the exhibition, distribution, promotion, advertising, sale, publicising and exploitation of the Program, Ignite Minds & WPI throughout the world forever and for an unlimited number of times; and
- (iii) to edit or to authorise others to edit, add to, subtract from and/or re-arrange the taping, photography and recording of me, my voice, conversation and sounds in connection with the Program as Ignite Minds & WPI in their sole discretion determines or to authorise others to do all of the above and in this regard I waive all rights of “Droit Moral” or any similar rights which I may now or hereafter have with respect to same.

Signature:

Witnessed by:

Print Name:

Address:

For any questions please contact Amelia Harvey at anharvey@wpi.edu, or contact Ignite Minds at [1300 856 463](tel:1300856463)

SM-E: Consent Preambles

Ignite Minds Educator Interview

Hi, our names are Amelia, Ethan, and Jonathan. We are American college students from WPI. For a school project we are creating a promotional video for Ignite Minds. We would like to include some interviews of educators like you where we can highlight your approaches, methods and successes. Some information from this interview may be put in a final report on the WPI website, you will not be identified by name in the report. The recording of this interview may be used in the promotional video. You can stop the interview at any point, and you do not have to answer all the questions if you do not want to. If you are uncomfortable with your image being used in a promotional video, we could only record your voice. Before we start, do you have any questions?

Ignite Minds Parent Interview

Hi, our names are Amelia, Ethan, and Jonathan. We are American college students from WPI. For a school project we are creating a promotional video for Ignite Minds. We want to include some interviews of parents like you to learn why you chose Ignite Minds and how you think it has impacted your child. Some information from this interview may be put in a final report on the WPI website, you will not be identified by name in the report. The recording of this interview may be used in the promotional video. You can stop the interview at any point, and you do not have to answer all the questions if you do not want to. If you are uncomfortable with your image being used in a promotional video, we could only record your voice. Before we start, do you have any questions?

SM-F: Additional Interview Questions

Rosemary

1. How do you see the children use the Spanish you are teaching them?
2. What was your favorite excursion with the children? What happened?
3. Can you tell us more about your choice to show a holistic view on family structures to the children?

Martha

1. How do you help (child's name redacted) to learn to communicate?
2. Could you tell us why you like IM in your home language?

Nazmun

1. How does IM differ from the other schemes you have worked with?

Nazmun's Husband

1. What is it like having a Family daycare in your home?
2. Can you tell us about the family environment in this day care?
3. How have you seen this family day care affect Nazmun?
4. How has IM supported Nazmun?

SM-G: Marketing

Susan Ward from The Balance Small Business defines marketing as the process of interesting potential customers and clients in your products or services. She continues to say that marketing is a process, involving reaching, promoting, selling, and distributing your products or services¹. Collins and Conley from the Hubspot describe Video Marketing as using videos to promote and market your product or service, increase engagement on your digital and social channels, educate your consumer and customers, and reach your audience with a new medium². The first step in any marketing campaign is to decide on a message and reflect it consistently in your media.

O'Hanlon's article laid out tips that are applicable to any marketing campaign³. One of her tips is to know your audience, it is important that your target audience is not too narrow of a group of people; for our video our audience is anyone interested in being an early childhood educator. When creating media always "brand it" any applicable logos or identifying pieces should be somewhere in your final production. This would mean adding the Ignite Minds logo appropriately. Additionally, make any media the highest quality possible; higher quality materials or videos are always received better. Finally, enhance discoverability of your material, and then assess its impact.

Jay Baer, president of Convince & Convert, a media company, defines content marketing as a device used by companies to educate, inform, or entertain customers by creating attention or causing behavior that results in leads, sales or advocacy⁴. He then defines social media marketing as communication among customers and companies to obtain leads, sales, or advocacy in a less structured and conversational manner. He continued to say when these two methods of marketing are combined the goals are that content marketing is consumption, then behavior and social media marketing is participation, then behavior (Baer).

The Data-driven Marketing and Advertising (ADMA) reported in the 2018 Content Marketing in Australia that businesses saw trends for social media effectiveness⁵. One trend was some of the most effective formats for marketing content and distributing use are emails, social

¹ Ward, S. (June 2019). *An Explanation of Marketing in Business*. Retrieved from: <https://www.thebalancesmb.com/marketing-in-business-2948349>

² Collins A., Conely M., (2019). *The Ultimate Guide to Video Marketing*. Retrieved From: <https://blog.hubspot.com/marketing/video-marketing>

³ O'Hanlon, R. Dalal, HA. Yacobucci, KL. (2017) *From the Trenches: Video Marketing: Best Practices and Simple Tips for Libraries*. *Marketing Libraries Journal*. Vol.1 Issue 1.

⁴ Baer, J., (n.d). *Here's the Difference Between Content Marketing and Social Media*. Retrieved from: <https://www.convinceandconvert.com/social-media-strategy/heres-the-difference-between-content-marketing-and-social-media/>

⁵ Content Marketing Institute, Association for Data-driven Marketing and Advertising, LinkedIn Marketing Solutions (2018). *Content Marketing in Australia 2018: Benchmarking, Budgets, and Trends*. Retrieved from https://contentmarketinginstitute.com/wp-content/uploads/2017/11/2018-australia-content-marketing-research-11_13_17.pdf

media, blogs, and in-person events. The topmost effective social media platforms used by Australian marketers were LinkedIn, Facebook, and YouTube (see Table 2). O’Hanlon suggested using YouTube as a platform for creating a video because YouTube makes it easy to add captions and it automatically formats videos to multiple devices. In the next section, the best practices of using these platforms.

Table 2: Video requirements on each platform, (adapted from York, A, 2019)⁶.

Video Guidelines:	Orientation:	Aspect Ratio	Max length
Facebook	Vertical or Landscape	1:1 or 16:9	2 hours
Instagram	Vertical or square	4:5 or 1:1	60 seconds
LinkedIn	Horizontal	1:2.4 to 2.4:1	10 minutes
Twitter	Vertical or Landscape	1:2.39 to 2.39:1	140 seconds
YouTube	Horizontal	16:9	12 hours

Best Practices

Best practices for social media marketing were summarized by Tufts University Relations⁷. They are being present and maintaining your presence, establishing measurable criteria, using analytical tools and metrics to help you determine that success, and building a community with your platform to shape a sense of loyalty and trust for your followers. This creates a space to make your call-to-action. The University's Relations department continues by addressing more specifically best practices on certain platforms: LinkedIn, Facebook, Instagram, Twitter, and YouTube.

Facebook

Facebook has a global reach, which is useful when it comes to marketing and bringing people together. The CMI and ADMA agree it is the second most effective platform to market on. The Tufts University Relations Department advises avoiding posting the same updates on both Facebook and Twitter. When avoiding the same post on Facebook and Twitter, you’re able to avoid audience clashing. Since they’re different platforms, they have different audiences that are used to different types of content. For example, Hudson explains that promoting jobs (on Facebook) that are easy to apply to encourages a positive experience and may also reach more passive candidates (2019).

The CMI and ADMA also advise drawing attention to the company's insights, being visually appealing, and allowing your audience to speak up. Paying attention to your insights allows you to measure your performance and engagement with your audience. A page’s visual

⁶ York, A. (August 2019). *Always Up-to-Date Guide to Social Media Video Specs*. Retrieved from: <https://sproutsocial.com/insights/social-media-video-specs-guide/#twitter>

⁷ Tufts University Relations (n.d.). *Social Media Best Practices*. Retrieved from: <https://communications.tufts.edu/marketing-and-branding/social-media-overview/social-media-best-practices/>

appearance is very important because it displays a professional environment and promotes exploration of the company. Also, your audience should have a voice on your page, even if they're being critical and you should respond to them efficiently and effectively offering the quickest most effective solution for their comment.

Instagram

Instagram an incredibly popular and innovative social platform that allows you to share photos and videos for free. Ignite Minds has an account on Instagram and some of the current best practices on that platform include the following: use hashtags, interact with your audience, use tags, and post stories. Tufts University Relations Department defines hashtags as text-based tags on any photo or video that allows anyone who looks up that hashtag to view that post. They also advise you to interact with your audience and be responsive, as well as to display a sense of reliability. Another way for someone to look up a company is through location and profile tags, which link text on photos to information on your location. Lastly, they say that stories are a unique method to share your media and very common one; stories appear at the top of someone's feed.

YouTube

YouTube is a video sharing and hosting platform, videos on this platform can be posted on other platforms (Tufts). Ignite Minds currently uses YouTube for marketing videos. Some detailed best practices include not using copyright material and making proper credits. Using copyright-free material protects your video from being taken off YouTube, and the use of proper credits allows you to give credit to participants. While making a video, it needs to be accessible for all users from the start, this means captions for the hearing impaired and descriptions of visuals for those who are visually impaired (O'Hanlon, 2017). YouTube is an ideal platform for this because it has a feature to add captions to the video.

Ignite Minds has a Facebook, Instagram, LinkedIn, Twitter, and YouTube. See Table 3 for an overview of their accounts.

Table 3: Review of Ignite Mind's social platforms

Metrics:	Followers/Subscribers	Following	Posts
Facebook	445	N/A	N/A
Instagram	2,679	104	103
LinkedIn	20	N/A	0
Twitter	21	41	104
YouTube	13	N/A	5

SM-H: Video Briefs

Video Brief 1:

Purpose: Help the audience gather a sense of what IM provides educators.

Brand: (High Level) Put on display how the three organisations (OLA, IM, and Dragonfly Toys) work together to create a helpful, useful, and cooperative model for people who want to be educators.

Theme(s):

1.1 - IM Services:

- Support
 - Professional development
 - Coordinators
 - CCS

1.2 - IM Mission:

- Quality
 - PB/Steiner
- Uniqueness
 - Independence
 - Financially

1.3 - IM Community:

- Storypark
- Playgroup
- Excursions

Goal(s):

- To attract more quality educators on multiple platform outlets (Facebook, Instagram, Twitter, etc)
- Create smaller videos for those platforms and separate the Brand and Demo videos for later use.

Key Take-Aways

- IM's Mission
- IM's Vision
- IM's Products & Services

Video Brief 2:

Purpose: Grab the audience's attention on online platforms and to recruit potential educators to IM.

Demo: (Low Level) Look at the educators' lives, and help display becoming an educator as rewarding, and achievable goal for anyone who wants to become one.

Theme(s):

2.1 - Why?/How? IM:

- Story
- How they found IM?
- How long as an educator?
 - How long with IM?
 - Other schemes?

2.2 - Day in the life of an IM educator:

- Educator story
- Teaching philosophy/curriculum
- Excursions

2.3 - Uniqueness FDC:

- Individuality
- Family Environment
 - Educator-parent relationship

Goal(s):

- To attract more quality educators on multiple platform outlets (Facebook, Instagram, Twitter, etc)
- Create smaller videos for those platforms and separate the Brand and Demo videos for later use.

Key Take-Aways

- Uniqueness
- Family environment
- Independence

Video Brief 3:

Purpose: Grab the audience's attention on online platforms. Show FDC as a learning style for children and an education style for educators.

Demo: (Low Level) Look at the educators' lives, and help display becoming an educator as rewarding, and achievable goal for anyone who wants to become one.

Theme(s):

3.1 - Family Environment:

- Comfort
- Relationship
 - Educator-children
 - Educator-parent

3.2 - Group/independent learning:

- Steiner/PB
- confidence
- Decisiveness

Goal(s):

- To attract more quality educators on multiple platform outlets (Facebook, Instagram, Twitter, etc)
- Create smaller videos for those platforms and separate the Brand and Demo videos for later use.

Key Take-Aways

- Family Environment
- Holistic Education
- Group Learning

SM-I: Shot Lists

Rosemary:

#	Interior/ Exterior	Shot	Camera Angle	Camera Move	Audio	Camera	Subject	Description of shot
1	Interior	Wide	Low Angle, Eye Level	Static	VO, Tascam	Go Pro	Rosemary	Children Drop off and enter the screen door.
A.	Interior	Wide	Eye Level	Static	Lapel	Go Pro	Rosemary	Cuddle while interview
2	Interior	Medium Tight	Low Angel/ Eye Level	Both static and Moving	VO, Tascam	Go Pro	Children, Rosemary	Children morning playtime
3	Interior	Medium Tight	High/Bird's Eye View	Static or moving	VO	Go Pro	Books	Same-Sex Parents Books on Display
A	Interior	Over the Shoulder	High	Static or moving	VO	Go Pro	Rosemary Children, and Book	Rosemary reading the book to the children mid-morning play
4	Interior	Wide Medium Tight	High, Eye Level	Static	Tascam	Go Pro	Children	Children's routine to go outside and play
A	Interior	Medium	Eye Level	Static	Lapel mic	Go Pro	Rosemary	Interview for extra questions that may come up in the day
5	Exterior	Wide Medium Tight	Eye Level, Low Angle	Moving	Tascam	Go Pro	Children Rosemary	Children are playing in the yard, both guided and self- guided playing. (Tight: Children singing in Spanish)
A	Exterior	Wide Medium	Low Angle, Above	Static, Moving	VO	Go Pro	Children	Children on the swing (Camera attached to swing)
6	Exterior	Wide Medium	Eye Level	Moving and Static	Tascam	Go Pro	Rosemary and Children	Rosemary is singing to child to comeback and gather with the other children
7	Exterior	Reverse Angle Shot Wide	Eye Level	Moving and Static	Tascam	Go Pro	Rosemary and Children	Rosemary and children crossing street and walking on sidewalk
8	Exterior	Wide Medium	Eye Level	Static	Tascam	Go Pro	Rosemary and Children	Children trick or treating
9	Exterior	Wide Medium	Eye Level, High Angle	Static or Moving	Tascam Lapel	Go Pro	Rosemary and Children	Rosemary talks and summarizes trick or treating excursion.

Martha:

#	Interior/ Exterior	Shot	Camera Angle	Camera Move	Audio	Camera	Subject	Description of shot
1	Interior	Wide Medium Tight	Eye Level, Low Angle, Above	Static or Moving	VO	Nikon, Go Pro	Cultural Items	View of Cultural Items, and Decoration
a	Interior	Medium	Eye Level	Static	Lapel	Go Pro	Martha	Martha starting Interview
2	Interior	Wide Medium Tight	Eye Level, Low Angle	Static	VO and Tascam	Nikon, Go Pro	Martha and Children	Martha clapping for the baby
a	Interior	Wide Medium Tight	Eye Level	Static	Lapel	Go Pro	Martha	Martha Interview
3	Interior	Wide Medium Tight	Eye Level, Low Angle	Static	VO and Tascam	Nikon, Go Pro	Martha and Children	Martha Reading a book to children
4	Interior	Medium Tight	Bird's eye view, Eye Level, Low Angle	Static	VO and Tascam	Nikon, Go Pro	Martha and Children	Practice talking with children
5	Exterior Interior	Wide Medium Tight	Eye Level, Low Angle	Static or moving	VO and Tascam	Nikon, Go Pro	Children	Children having Free play
a	Interior	Wide Medium Tight	Eye Level	Static	Lapel	Go Pro	Martha	Martha Interview

Jake:

#	Interior/ Exterior	Shot	Camera Angle	Camera Move	Audio	Camera	Subject	Description of shot
1	Exterior	Wide, Medium	Eye Level, Low Angle	Static	Tascam, Lapel	Go Pro, Nikon	Jake and Children	Jake and children singing in circle
2	Exterior	Wide, Medium	Eye Level, Low Angle	Static and moving	Lapel	Go pro, Nikon	Jake and Children	Jake and Children heading to the park
3	Exterior	Wide, Medium	Eye Level	Static	Lapel	Go Pro	Jake	Jake being interviewed

Nazmun:

#	Interior/ Exterior	Shot	Camera Angle	Camera Move	Audio	Camera	Subject	Description of shot
1	I	tight	Eye- level	static	lapel	Go pro	Nazmun	Interview
A	I/E	medium	low	moving	VO, lapel	Go pro, nikon	Nazmun	Nazmun with kids
2	I	tight	high	static	VO	Go pro	hands	Kids playing with playdough/
3	interior	medium	low	static	VO, lapel	Go pro, nikon	Nazmun's Husband	Kids hugging him
A	interior	tight	Eye- level	static	lapel	Go pro	Nazmun's Husband	Interview
4	I	medium	Eye- level/ low	static	tascam	Go pro, nikon	Nazmun and kids	singing
5	E	medium	Eye- level	moving	VO, lapel	Go-pro	Kids	Kids playing

Play Group:

- No Shot list was made for this event due to not being able to observe this event prior to conducting our filming

SM-J: Talking Points for Filmed Conversation with Ujval

Support	Check-ins	IM Background
<ul style="list-style-type: none">• CCS & Storypark• Playgroups• Professional development & OLA• Garden competition	<ul style="list-style-type: none">• Coordinator visits purpose• What follow-up is there?	<ul style="list-style-type: none">• What does IM do?• What are IM's values?• What do you want educators to take away from the company?

SM-K: Time Stamps

Rosemary				Ujj
Time	1	2	3	
				3:47-4:50
0:42	1.3			6:15-6:35
1:23	1.3	2.2		8:49-9:06
2:14		2.2		11:40-12:25
2:36		2.2		13:20-13:37
3:06		2.2		14-14:21
3:39		2.1		14:37-14:50
5:02		2.3		
5:45			3.2	
6:24			3.2	
6:37			3.2	
6:55			3.2	
7:45	1.1			
7:50	1.2			
8:09	1.3			
8:26	1.3			
8:33		2.3		
9:12		2.3		

SM-L: Contributions

Research

Topic	Primary Researcher	Secondary Researcher
ECE	Amelia	
Government Support	Amelia	
IM	Amelia	Ethan
Steiner	Jonathan	Amelia
Play-Based	Ethan	Amelia
Video-graphic Storytelling	Jonathan	Amelia
Camera Angles	Jonathan	Ethan
Videography	Jonathan	Ethan
Video Editing	Ethan	Jonathan
Marketing	Jonathan	Ethan

Authorship

Section	Author	Primary Editor
Booklet Design	Jonathan	Amelia
Abstract	Ethan	Amelia & Jonathan
Introduction	Amelia	Ethan
Background on ECE & Media Creation	All	Amelia
Why ECE is Important	Amelia	Amelia
Australia's Efforts to Improve ECE	Amelia	Amelia
Ignite Minds	Amelia & Ethan	Amelia
<i>Teaching Methods</i>	Amelia & Ethan	Ethan
<i>How IM Helps Educators</i>	Amelia	Jonathan
<i>Limited Vacancies</i>	Amelia	Amelia
Video Production	Jonathan & Amelia	Amelia
<i>Types of Videos</i>	Jonathan	Jonathan
<i>Video-graphic Storytelling</i>	Jonathan	Amelia
<i>Video Planning Steps</i>	Jonathan	Amelia & Jonathan
<i>Filmmaking & Production</i>	Jonathan	Amelia & Jonathan
<i>Analysis of Similar Videos</i>	Amelia	Amelia
Video Editing	Ethan	Amelia
Methods	All	Amelia
Objective 1	Amelia	Amelia
Objective 2	Amelia	Amelia
Objective 3	All	Jonathan
<i>Step 1: Literature Review</i>	Jonathan	Amelia
<i>Step 2: Video Planning</i>	Amelia	Jonathan
<i>Step 3: Interviews & Footage</i>	Jonathan	Jonathan

<i>Step 4: Editing & Review</i>		Ethan	Amelia
Outcomes		All	Jonathan
Video 1		Ethan	Amelia
Video 2		Amelia	Amelia
Video 3		Jonathan	Amelia
Conclusion		Ethan	Amelia
Presentation	Designer: Jonathan	Amelia	Amelia

Video Creation

Video	Storyboards	Primary Editor	Secondary Editor	Tertiary Editor
1	Jonathan	Amelia	Ethan	Jonathan
2	Jonathan	Ethan	Amelia	Jonathan
3	Jonathan	Ethan	Amelia	Jonathan

Significant Roles

Team Member	Roles
Amelia	Writing Editor, Project Manager
Ethan	Video Editor, Cinematographer
Jonathan	Designer, Film Collection Manager