

CHCECE047

Analyse information to inform children's learning

I am going to
and I know
ride my
bike. I
have my
the
doll



Learner Guide



Updated to include
National Quality
Framework changes

Aspire
Learning Resources

CHCECE047

Analyse information to inform children's learning

Release 1

Learner Guide

Aspire Version 2.1



CHCECE047 Analyse information to inform children's learning, Release 1

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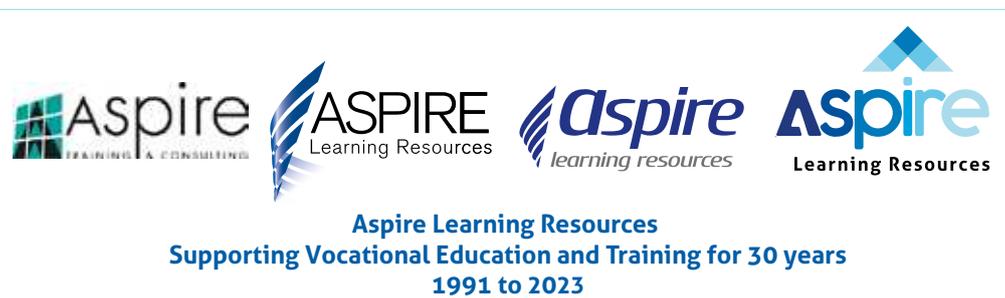
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Contents

Before you begin	vii
Topic 1 Professional responsibilities	1
1A Understanding responsibilities	2
Confidentiality and privacy	2
Seeking permission	3
Sharing records	4
Educational program and practice	5
Collaborative partnerships	8
Practice Task 1	10
1B Critical reflection	11
Methods of reflection	11
Reflect with others	13
Challenging feedback	13
Using checklists to reflect	14
Practice Task 2	15
Summary	16
Learning Checkpoint 1 Professional responsibilities	17
Topic 2 Gathering and documenting information	19
2A Effective observation	20
Planning cycle	20
Curriculum planning	21
Meaningful observations	22
Assessment principles	22
Inclusive information-gathering	24
Others' perspectives	25
Collaborating with children	26
Collaborating with families	27
Collaborating with colleagues	29
Collaborating with specialists	29
Including all children	30
Event samples	30
Focus groups	32
Creating focus groups	33
Practice Task 3	34

2B Recording methods and tools	35
Record requirements	35
Child records	35
Diaries, journals, logs and communication books	36
Questioning children	37
Discussions with families	38
Jottings	39
Anecdotal records	39
Narratives	40
Learning stories	40
Running records	43
Time samples	43
Event samples and checklists	44
Monitoring development	46
Samples of work	47
Digital images	49
Sociograms	50
Webs and maps	51
Practice Task 4	52
Summary	53
Learning Checkpoint 2 Gathering and documenting information	54
Topic 3 Interpreting information	57
3A Summative assessment	58
Formative assessment	58
Summative assessment	59
Portfolios	61
Confidential assessment	61
Practice Task 5	62
3B Analysing records	63
Developing a perspective	63
Learning framework outcomes	63
Linking observations to outcomes	64
Development and theory	66
Theories	67
Evaluating learning	69
Additional support needs	71
Practice Task 6	72
Summary	74
Learning Checkpoint 3 Interpreting information	75

Topic 4 Applying your knowledge	77
4A Planning the curriculum	78
Using perspectives	78
Planning future experiences	79
Using sub-outcomes to guide planning	80
Opportunities for play	81
Safe, stimulating environments	81
Sharing the plan	83
Practice Task 7	85
4B Implementing the curriculum	86
Putting plans into action	87
Involving children	88
Intentional teaching	89
Positive modelling	90
Practice Task 8	91
4C Evaluating the curriculum	92
Evaluating your plans	92
Practice Task 9	94
Summary	94
Learning Checkpoint 4 Applying your knowledge	95

Before you begin

This Learner Guide is based on the unit of competency *CHCECE047 Analyse information to inform children's learning*, Release 1.

Your trainer or training organisation must give you information about this unit of competency as part of your training program. Information regarding how this Learner Guide relates to this unit of competency is detailed in our mapping guide.

How to work through this Learner Guide

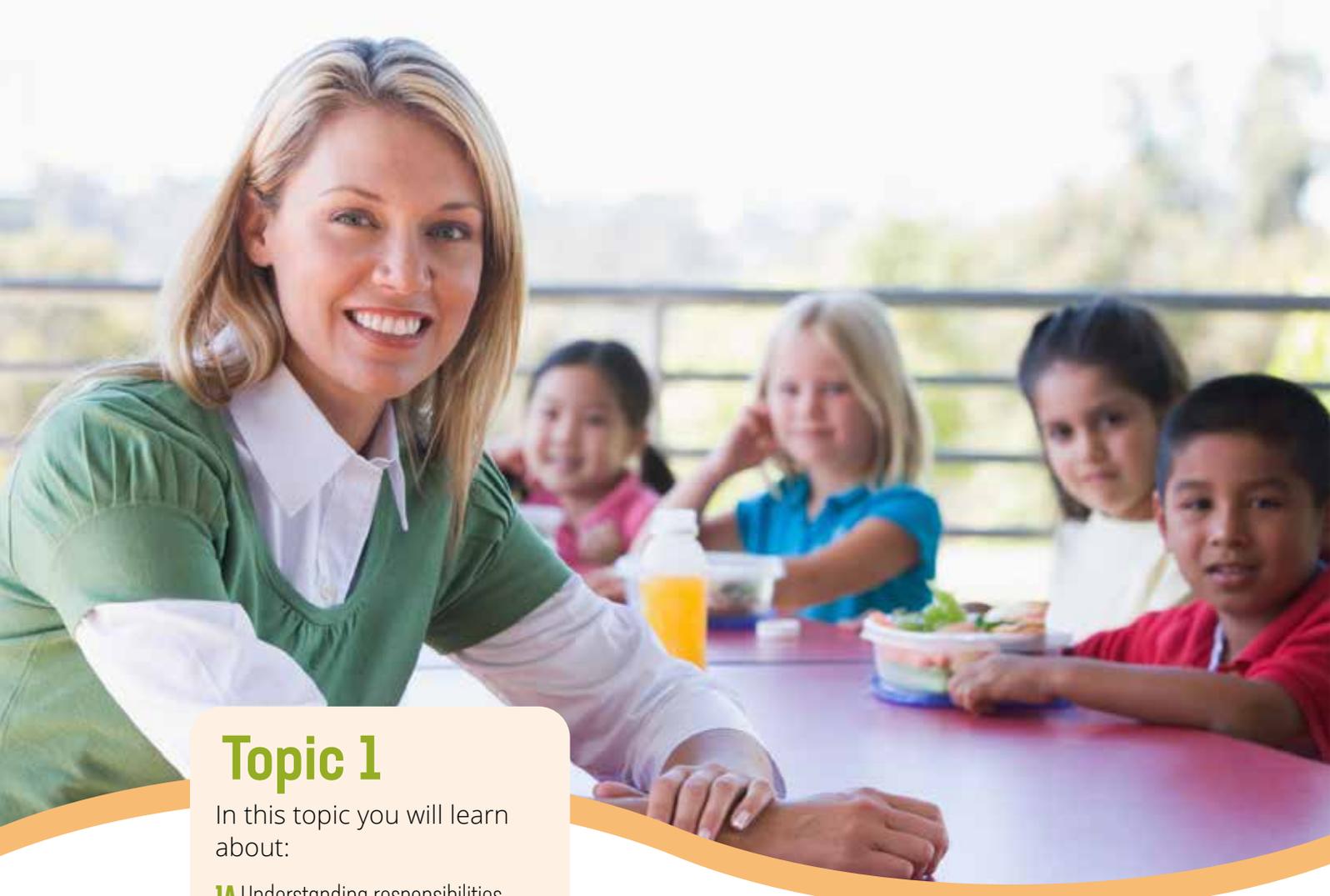
This Learner Guide contains a number of features that will assist you in your learning. Your trainer will advise which parts of the Learner Guide you need to read, and which Practice Tasks and Learning Checkpoints you need to complete.

Feature of the Learner Guide	How you can use each feature
Learning content	<ul style="list-style-type: none"> ➤ Read each topic in this Learner Guide. If you come across content that is confusing, make a note and discuss it with your trainer. Your trainer is in the best position to offer assistance. It is very important that you take on some of the responsibility for the learning you will undertake.
Examples	<ul style="list-style-type: none"> ➤ These highlight learning points and provide realistic examples of workplace situations.
Practice Tasks	<ul style="list-style-type: none"> ➤ Practice Tasks give you the opportunity to put your skills and knowledge into action. Your trainer will tell you which Practice Tasks to complete.
Summaries	<ul style="list-style-type: none"> ➤ Key learning points are provided at the end of each topic.
Learning Checkpoints	<ul style="list-style-type: none"> ➤ There are Learning Checkpoints at the end of each topic. Your trainer will tell you which activities to complete. These activities give you an opportunity to check your progress and apply the skills and knowledge you have learnt.

This table maps each topic in this Learner Guide to the National Quality Standard and national learning framework: Early Years Learning Framework (EYLF).

T = Topic

Topics	National Quality Standard (NQS)
T1	Quality Area 1: Educational program and practice
	Quality Area 2: Children's health and safety
T4	Quality Area 3: Physical environment
	Quality Area 4: Staffing arrangements
T1	Quality Area 5: Relationships with children
T1	Quality Area 6: Collaborative partnerships with families and communities
	Quality Area 7: Governance and leadership
	Early Years Learning Framework
	Principles
T2-T4	Secure, respectful and reciprocal relationships
T1-T4	Partnerships
T2-T4	Respect for diversity
	Aboriginal and Torres Strait Islander perspectives
T1-T4	Equity, inclusion and high expectations
	Sustainability
T1-T4	Critical reflection and ongoing professional learning
	Collaborative leadership and teamwork
	Practice
T2-T4	Holistic, integrated and interconnected approaches
T2-T4	Responsiveness to children
T2-T4	Play-based learning and intentionality
T2-T4	Learning environments
T2-T4	Cultural responsiveness
T2-T4	Continuity of learning and transitions
T1-T4	Assessment and evaluation for learning, development and wellbeing
	Learning Outcomes
T2-T4	1. Children have a strong sense of identity
T2-T4	2. Children are connected to and contribute to their world
T2-T4	3. Children have a strong sense of wellbeing
T2-T4	4. Children are confident and involved learners
T2-T4	5. Children are effective communicators



Topic 1

In this topic you will learn about:

- 1A Understanding responsibilities
- 1B Critical reflection

Professional responsibilities

Professional practice occurs through a commitment toward reflection and self-development.

Prior to collecting information about children, you must be aware of:

- legislative and industry guidelines, expectations and requirements
- ethical and professional responsibilities.

These details enable you to create useful plans that are meaningful to children and families, and reflect their individual needs and interests in professional ways.

Initially, your reflections may be focused on developing an understanding of the ways children learn, as well as how you can contribute toward their learning. Later, your reflections will become more critical as you look more intensely at your pedagogy and the way the industry, your service, theory and philosophy interconnect to influence your decisions.

1A Understanding responsibilities

Your educational leader or supervisor will help you understand the expectations of your service and support you to follow the National Quality Framework (NQF).

The NQF includes:

- Education and Care Services National Law and Regulations
- National Quality Standard (NQS)
- approved learning frameworks:
 - *Belonging, being and becoming: The early years learning framework for Australia* (EYLF)
 - *My time, our place: Framework for school age care in Australia* (MTOF).

Information you gather must be done in an honest, open and considerate way with respect for privacy and confidentiality. To do this you need to comply with the *Privacy Act 1988* (Cth).

You can access the NQF at: aspirelr.link/explaining-nqf



Your educational leader or supervisor can help you to understand your responsibilities.

Confidentiality and privacy

The Privacy Act 1988 (Cth) protects all personal information handled by businesses, including education and care services.

There may be specific privacy and confidentiality legislation which only applies to particular states or territories; for example, the *Privacy and Personal Information Protection Act 1998 (NSW)* and the *Information Act 2002 (NT)*. Confidentiality and privacy will be represented in your position description and any duty of care statement.

Your organisation will have policies and procedures that relate to confidentiality; for example, your service may have a security policy that covers all the organisational systems used for:

- collecting and processing personal information
- observing children and taking photographs
- storing personal information
- sharing personal information.

These policies are based on Regulations 181–184 of the Education and Care Services National Regulations relating to storage of records and other documents.

There will be measures in place to reduce security risks, such as passwords for computer files, locks on filing cabinets and areas that are restricted. Be aware of these security precautions and follow your duty of care to maintain a safe and secure workplace. Never leave documentation where others can access them, such as on benchtops, on a communication board or in the staffroom. This protects the personal information you handle, such as enrolment forms, developmental information and day-to-day information shared at arrival and departure times.

Some common confidentiality and privacy applications include:

- obtaining informed consent to observe children, and to collect and share information about children and their families
- ensuring that images of children are collected and shared with consent and stored according to legislation and organisational policy
- respecting the family's right to privacy
- negotiating agreement with each family to decide whether:
 - portfolios of work or other general records relating to their child may be displayed
 - their child will be identified by first name, initials or another method of their choice
 - their child may be included in photographs and videos
- storing documents relating to behaviour concerns, developmental monitoring or other issues separately to the shared records
- following procedures for using passwords or security locks to access confidential information
- ensuring information is only shared with appropriate people.

You can learn more about privacy legislation at: aspirelr.link/privacy-act.

Seeking permission

Educators must gain a family's permission prior to involving children in any service processes, including those related to gathering information about the child.

This prerequisite will be identified in service policies and is usually discussed with families as part of their enrolment and orientation. These permissions allow you to observe and/or photograph a child to record their learning and development.

You may need to develop your own permission request form for particular projects, such as community activities, investigative projects where dangers may be involved, incursions, excursions and various other events.

A typical permission request form covers:

- your position or title
- what you want permission to do
- how you will use the permission
- where the permission information will be stored
- how families will be involved in the project
- whether the family allows you to include photographs of their child

- whether the family agrees that you can share the information with others, including who these people may be
- how you will maintain confidentiality (for example, by following service policies and procedures).

Sharing records

Families have a right to access their child's records and this should be encouraged.

They can be supported to view records and become involved in and aware of learning and development you have identified. Make time for this in your day or develop a system for families to do this independently.

There are many ways to share the records you have collected about a child. The method you choose must take confidentiality into account and the ability of families to understand the information. Ensure records that include any unfamiliar terminology are clearly explained so there is no confusion. In some cases you may need an interpreter or have important documents translated into another language.

If a parent shows little interest in sharing information or reading records, you should respect their decision while keeping communication lines open. They may have other matters on their mind, or may be content with the professional care their child is receiving.

Example

Consulting a parent to update records

Nina, an educator, arranges a time with Despina's mother, Angela, to look at the records collected about Despina's learning and development.

When Angela looks through the information, she identifies three skills that Despina is able to achieve competently at home. However, they have not yet been identified or observed at the service.

Angela also tells Nina that Despina's grandmother has recently moved in with their family due to ill health.

Nina updates the information and organises a time for them to catch up again the following month. They plan to talk further about Despina's interests, skills and development, and lifestyle information about the family.



Educational program and practice

The aim of the educational program and practice is to create child-focused curriculum that meets the learning and development needs of children.

A range of guidelines contribute to the education program and practice policies and procedures of a service.

The Education and Care Services National Regulations identify the following as priorities.

Regulation	Concept	Summary
Regulation 73 (based on Section 168 of the Education and Care Services National Law)	Educational program	<ul style="list-style-type: none"> ➤ An educational program should contribute to the outcomes for each child, identified in the approved learning frameworks.
Regulation 74	Documenting of child assessments or evaluations for delivery of educational program	<ul style="list-style-type: none"> ➤ For a preschool child, documentation of an educational program must consist of assessment of the child's developmental needs, interests, experiences, participation and progress against the outcomes of the approved learning framework. ➤ For a child over preschool age, documentation of an educational program must consist of evaluations of the child's wellbeing, development and learning. ➤ Documentation must: <ul style="list-style-type: none"> – be prepared in a way that educators and parents understand – consider the period of time and how documentation might be used by educators.
Regulation 75	Information about educational program to be kept available	<ul style="list-style-type: none"> ➤ Information about the educational program must be displayed at the service or in a place accessible to parents.
Regulation 76	Information about educational program given to parents	<ul style="list-style-type: none"> ➤ Parents must be provided with the following if requested: <ul style="list-style-type: none"> – information about the educational program; in particular, details that relate to their child – information about the child's participation in the program – a copy of any document help about the child.

Quality area 1 of the NQS is focused on educational program and practice. It is divided into standards and elements that guide educator practice as follows.

Standard	Element	Description
Standard 1.1 – The educational program enhances each child's learning and development	Element 1.1.1 – Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
	Element 1.1.2 – Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
	Element 1.1.3 – Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
Standard 1.2 – Educators facilitate and extend each child's learning and development	Element 1.2.1 – Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
	Element 1.2.2 – Responsive teaching and scaffolding	Educators respond to children's ideas and play, and extend children's learning through open-ended questions, interactions and feedback.
	Element 1.2.3 – Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
Standard 1.3 – Educators and coordinators take a planned and reflective approach to implementing the program for each child	Element 1.3.1 – Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
	Element 1.3.2 – Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
	Element 1.3.3 – Information for families	Families are informed about the program and their child's progress.

To strengthen these expectations, the NQS adds further guidelines relating to Quality area 6: Collaborative partnerships with families and communities, as follows.

Standard	Element	Description
Standard 6.1 – Respectful relationships with families are developed and maintained and families are supported in their parenting role	Element 6.1.1 – Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
	Element 6.1.2 – Parents’ views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child’s learning and wellbeing.
Standard 6.2 – Collaborative partnerships enhance children’s inclusion, learning and wellbeing	Element 6.2.1 – Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
	Element 6.2.2 – Access and participation	Effective partnerships support children’s access, inclusion and participation in the program.

You can learn more about the NQS in the *Guide to the National Quality Framework* found at: aspirelr.link/nqf-guide

The EYLF provides motivation and guidance for collecting, recording and analysing information.

In particular, the EYLF Practice: Assessment and evaluation for learning, development and wellbeing refers to the process of gathering and analysing information as evidence of what children know, can do and understand. This is part of an ongoing cycle that includes planning, documenting and evaluating children’s learning.

The information used to document educational programs helps build a comprehensive picture of a child, particularly in relation to:

- learning
- development
- knowledge
- ideas
- strengths
- interests
- social interactions
- reactions to the play environment.

You can use gathered information to:

- record changes
- communicate progress
- identify progress toward learning outcomes
- identify children with additional support needs
- evaluate the effectiveness of experiences
- reflect on your pedagogy, and how well it matches the needs of the children and their families.

Collaborative partnerships

A sharing culture will encourage families to contribute.

Families will usually want to access records such as timetables, plans of activities or experiences, and information about their child's learning and development. This is documented in a variety of ways.

Service standards, policies and procedures are based on the NQF and Regulation 76: Information about educational program given to parents.

The NQF sets out an expectation that you will:

- exchange information about the program with families
- show them meaningful records
- develop methods for making information available
- communicate regularly
- make arrangements to exchange information at mutually convenient times
- use recording methods that are understood by parents and appropriate to the age and developmental stage of the child.

The NQS provides the following guidelines for developing supportive relationships and sharing information.

Quality area	Element
Quality Area 1: Educational program and practice	Element 1.3.3: Families are informed about the program and their child's progress.
Quality Area 6: Collaborative partnerships with families and communities	Element 6.1.2: The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
	Element 6.1.3: Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.

The way you involve families determines the level of trust and confidence they have in you. Regular, two-way communication between the service and families helps good relationships to form between educators and families, which is a vital ingredient for sharing information about the child's learning and development.

The EYLF guides partnerships in the following ways.

Principle/practice	Description
Principle: Partnerships Aboriginal and Torres Strait Islander perspectives	Learning outcomes are most likely to be achieved when educators and families work in partnership. This not only means that educators should involve families in their plans, gather information from them and develop strong relationships, but also recognise that a child’s most influential teaching comes from their family.
Practice: Assessment and evaluation for learning, development and wellbeing	Educators determine the extent to which all children are progressing toward the learning outcomes and how they can use the developmental information they gather to make decisions about a child’s progress, identify any barriers to their progress and identify any areas of additional need.

Example

Positive relationship with a parent

Mercedes, a parent, feels confident that she understands the program planned for her child as well as the philosophy and procedures of the service. She has participated in an orientation process and has a good relationship with her child’s educators. Mercedes has also contributed to the observation records and assessments of her child.



She knows she can always contact the educators to provide further information she feels they need to know. She appreciates that the educators show her their plans for her child and discuss progress reports.

The educators are always available to discuss Mercedes’s family situation and her child’s progress through regular planned meetings, incidental discussions and family information evenings.

When her child begins to show signs of readiness to use the toilet, Mercedes is confident approaching the educators and discussing this. She isn’t sure how to manage toilet learning herself, but she knows that together they will develop an appropriate strategy.

Relationships with children

Quality area 5 of the NQS guides educators in their relationships with children.

It also sets expectations that children will be involved in planning and encouraged to share their views and interests in ways that are appreciated by educators. This is supported by Regulation 155: Interactions with children, as well as Regulation 156: Relationships in groups. The following provides an outline of the NQS elements connected to relationships with children.

Standard	Element	Description
Standard 5.1 – Respectful and equitable relationships are maintained with each child	Element 5.1.1 – Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
	Element 5.1.2 – Dignity and rights of the child	The dignity and rights of every child are maintained.
Standard 5.2 – Each child is supported to build and maintain sensitive and responsive relationships	Element 5.2.1 – Collaborative learning	Children are supported to collaborate, learn from and help each other.
	Element 5.2.2 – Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Practice Task 1

1. Which of the following statements about professional responsibilities are correct? Select yes or no for each one.
- You must gain permission from parents or guardians to gather information about their child. * Yes * No
 - You are able to take photos of any child in the service and display them because they have signed an enrolment form. * Yes * No
 - The *Privacy Act 1988* makes all information about families confidential. * Yes * No
 - You should keep all private information easily accessible to anyone in case it needs to be collected quickly in an emergency. * Yes * No
 - Quality area 1 of the NQS is focused on educational program and practice. It guides educators to provide a child-centred program that meets each child's individual needs. * Yes * No
 - Quality Area 5 of the NQS is focused on relationships with children. It follows the belief that children don't contribute to their own learning as they are too young. Instead, educators make choices based on their professional practice and the input from the families. * Yes * No

1B Critical reflection

Meaningful reflection occurs when you reflect thoughtfully on your practice and develop ideas for improvement.

While self-reflection helps you to improve your professional skills, it will also assist you to react to, understand and plan for children more effectively.

Each educator must find the method of reflection that helps them. You might find that different methods work for you in different situations.

Curriculum reflection may also contribute to your reflection process. Critical reflection involves looking at your attitudes and motivations, and identifying how you plan or are working towards a higher level of understanding or application of skills and knowledge.

While reflection is about checking how you are going and asking yourself questions, critical reflection is a more in-depth process where you have improvement and development in mind.

The EYLF Principle: Critical reflection and ongoing professional learning, supports you to regularly think about how you are doing and what skills you could develop. As an educator you are encouraged to make changes when needed and set goals for yourself to increase your knowledge and develop further understanding of each child and their family.



Regularly reflect on your practice and ways you could improve.

Methods of reflection

Critical reflection may be a process you participate in alone, or may involve others.

Here are some methods for reflecting critically and a description of how they can be implemented.

Questioning

Before and after questions are useful for self-evaluation.

Consider what you feel and think before you start a project, implement an idea or make a decision for change. Be clear about your plans and intentions.

After the implementation, reflect on:

- what you feel and think now
- what you understand now that you didn't before
- how this will affect your future practice
- what you need to move forward; for instance, research, skills, support or cooperation
- what you want to achieve next.

Journals, diaries or reflection log

Journals, diaries and logs record your thoughts and feelings soon after an event, allowing you to look back later to evaluate your ideas and actions. They also demonstrate your progress. You can use critical reflection questions or reflect on your thoughts as well as the techniques you use, materials you need, the context of your work and the ideas you have.

A journal or diary could include written or visual information showing research, personal comments, notes from professional development activities, quotes, photos and sketches. It should be meaningful to you and should record what you want to do next.

Formal discussion

Performance review is a structured discussion that occurs as part of the quality process in your organisation. Structured discussions may also occur in meetings and during professional development activities. They focus on specific areas and provide opportunities for you to access formal professional development and further on-the-job training through coaching or mentoring.

Informal discussion

Unstructured discussions occur every day at work when you talk to other educators, parents and community members. Each discussion provides the opportunity to reflect on what is being said, how it affects your work, and how you can use the information to improve.

Supervision

Your supervisor should encourage you to self-reflect. Strategies might include:

- educational supervision; for example, stretching your skills so you reach your potential
- administrative supervision; for example, promoting best practice and quality work
- supportive supervision; for example, encouraging you to develop strong, professional relationships.

Checklist

A checklist is a useful tool for reflection. A checklist for self-reflection may be part of your service practice or something you develop yourself. The checklist might include various points that help you review your skills and abilities, or a list of actions you want to complete.

SWOT analysis

A SWOT analysis is a strategic planning system. While it can be used for a system-wide review, it can also be used as a personal tool to look at your strengths, weaknesses, opportunities and threats. It helps you see where you are now, where you want to be, and to plan how to get there.

Strengths and weaknesses may refer to:

- capabilities
- resources
- management
- processes
- innovation
- location
- reliability.

Opportunities and threats may refer to external factors such as:

- industry developments/trends
- other educators' practice/pedagogy
- contacts/partners
- demand
- new technology
- new staff
- lifestyle trends
- finance
- legislation.

Reflect with others

Other people can provide useful reflective feedback about your skills and knowledge, and how you influence them.

By giving others opportunities to express their ideas, opinions, requests or thoughts, you are meeting both their needs and your own.

You might gather reflective feedback through general conversations and discussions, or through surveys, meetings, questionnaires or forms.

Ways to gain reflections from others include:

- talking to people during visits, interviews, spontaneous discussion or meetings
- gathering feedback through suggestion requests, communication books or apps
- meetings – uninterrupted time when information can be exchanged and discussed
- observing and listening
- contacting by phone
- emailing
- using social media such as Facebook or in-house programs or apps
- conducting verbal surveys
- asking people to complete templates or forms.

Challenging feedback

At times you may receive feedback that is negative or leaves you feeling hurt.

A discussion might upset you, or you may identify that a practice must be changed. Sometimes feedback may be given by another person who is inexperienced or has poor skills at providing feedback.

When this occurs, try to turn the situation around by doing the following:

- Think about what the person is really trying to say.
- Think about the message and what you can gain from the information.
- Try to identify the most important parts of the discussion and pick out what you can take from this.
- Listen carefully at all times, ask questions, and respond in a way that demonstrates you understand the feedback and are taking it in a positive way.

Using checklists to reflect

Checklists can provide a useful means to critically self-reflect and see if all outcomes have been met.

The following tables provide example checklists that may be useful for self-reflection.

Skill	Achieved	Needs improvement
I greet each parent as they arrive	✓	
I know the food preferences of each family		✓
I represent the culture of each family in the environment I am responsible for	✓	

	Monday	Tuesday	Wednesday	Thursday	Friday
I have completed my reflection journal		✓		✓	✓
I have achieved a goal		✓ Attended training on allergy management			

Example

Using questioning to reflect

After rest time, Jack woke and started to dress. Michelle noticed that he was struggling with his socks and his little toe was caught. Jack seemed frustrated and continued to pull. Michelle approached and told Jack she could help. She unhooked his little toe and pulled the sock onto Jack's foot. Jack cried out, 'No! I want to do it!' He dropped to his mattress and wailed.

Michelle critically reflects using the following questions. She also considers how her actions fit with the NQS and the principles and practices of the approved learning framework.

➤ How and why did this happen?

Michelle did not think about Jack's developing autonomy. She wanted to help him get dressed so he could start playing as soon as possible.



➤ **How did she feel about it?**

Michelle felt annoyed with herself – she knows that Jack is learning to dress himself and that he needs time to do this. Michelle also feels disappointed as she had an opportunity to have one-on-one time with Jack. Now Jack is upset and Michelle feels responsible for creating his emotional state and missing out on a learning opportunity

➤ **What will she do next?**

Michelle decides to settle Jack and apologise. She offers to help him take his socks off again so he can show her how he puts them on himself. She initiates a game of 'This little piggy' to restore a happy atmosphere and encourage Jack to respond to her revised approach.

➤ **How will this alter her future actions and values?**

Michelle is now more aware of what the children are attempting at routine times. She starts to build up knowledge of which children are demonstrating emerging skills, and collects records of observation and talks to the other educators about this. She approaches every routine with the intention of finding out what skills children are demonstrating and how they are managing their learning.

➤ **What did she learn and why is it significant?**

Michelle learnt to think about how she interacts with the children and what opportunities she can provide in the environment for children to achieve their personal goals. She also realises that children learn many skills during routine times and that routines sometimes offer richer learning opportunities than planned learning times.

Practice Task 2

1. Educators that are aware of why and how critical reflection is used, choose to reflect on areas that are meaningful. Which of the following are areas that would benefit from critical reflection? Select all that apply.

- Professional practice including collaboration with others
- Educational program and the gathering and analysis of information
- Planning your weekend
- Relationships with children and families
- Class times for study
- Confidentiality practices

2. Draw a line to match each term relating to critical reflection to its example.

- | | |
|--|--|
| * Structured and unstructured discussion | * Using before and after questions for self-evaluation to reflect on what you hope to achieve and whether you have reached your goal. |
| * Checklist | * Written or visual expression of your feelings and thoughts soon after an event to evaluate your ideas and actions. |
| * SWOT analysis | * A performance review as part of a quality process in your organisation. Informal chats that occur every day at work between other educators, families and community members. They allow for educators to gain multiple perspectives. |
| * Journal or reflection log | * Encouraged by your supervisor to participate in self-reflection to evaluate your professional practice in regard to education, administration and supportiveness in professional relationships. |
| * Supervision | * A tool used for critical reflection that may include a list of actions you wish to complete. |
| * Questioning | * A strategic planning system that can be used for a system-wide review or as a personal tool to look at your strengths, weaknesses, opportunities and threats. |

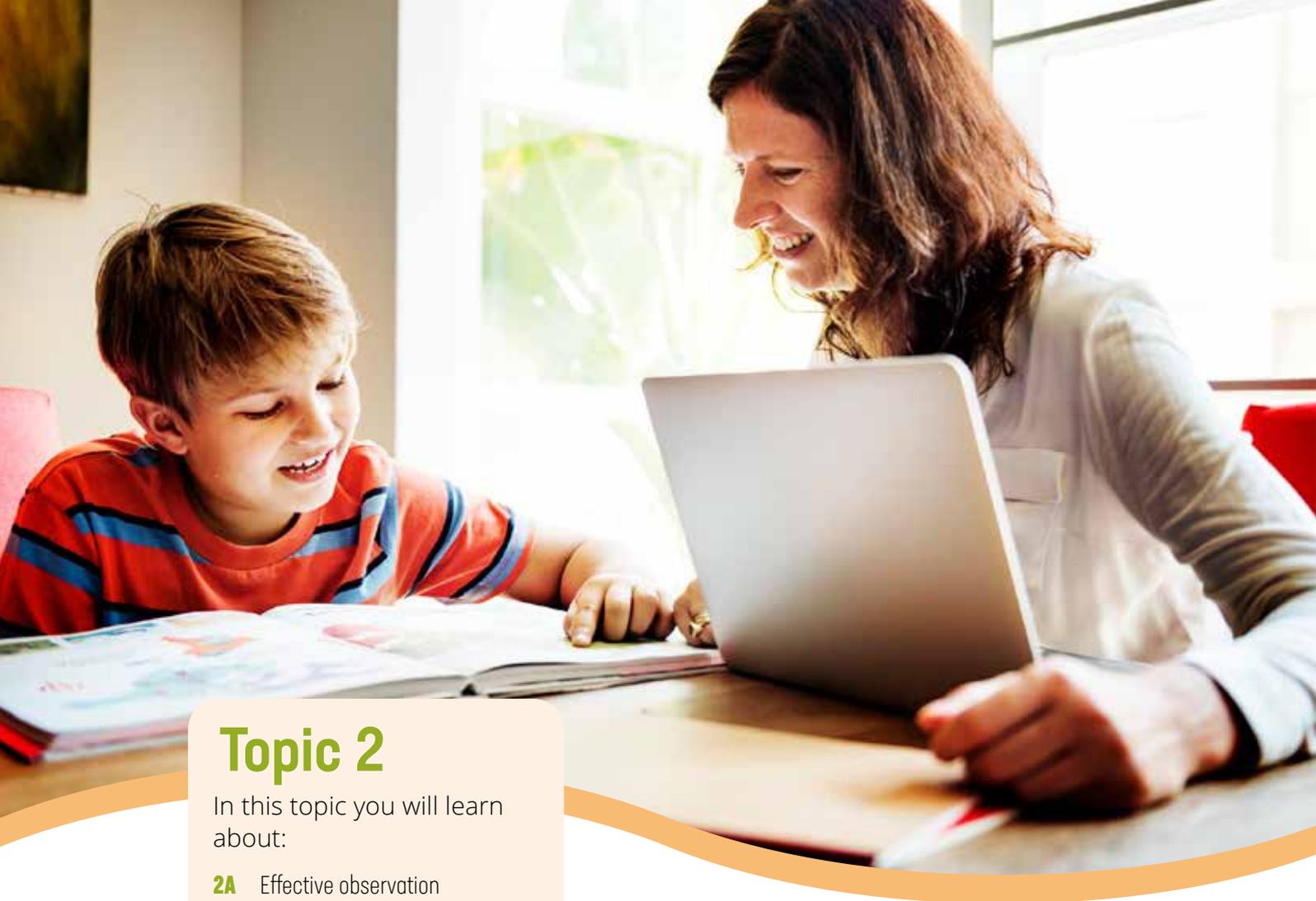
Summary

- The *Privacy Act 1988* (Cth) protects all personal information handled by businesses, including education and care services.
- Families have a right to access their child's records – this should be encouraged.
- The aim of all directives in relation to the educational program and practice is to create child-focused curriculum that meets the learning and development needs of children.
- A sharing culture will encourage families to contribute.
- Quality area 5 of the NQS guides educators in their relationships with children. It also sets expectations that children will be involved in planning and encouraged to share their views and interests in ways that are appreciated by educators.
- Critical reflection is a process where you look at your attitudes and motivations and identify your directions and how you plan to or are working toward a higher level of understanding or application of skills and knowledge.
- Critical reflection may be a process you participate in alone, or may involve others.

Learning Checkpoint 1

Professional responsibilities

1. Which of the following examples show that the educator, Cameron, has made a professional decision? Select yes or no for each one.
- a. Cameron observed Juliette working for 15 minutes creating a building with blocks. Juliette is usually easily distracted and doesn't spend a long time at any one activity. Cameron knows that Juliette's parents have not given permission to take Juliette's photo, but this is a rare occasion and might show them what they are missing, so Cameron should take a photo. * Yes * No
 - b. Cameron greets a parent who brings in an updated immunisation record. Suddenly an educator calls for his assistance. Cameron doesn't have time to file the record, so leaves it on the bookshelf. * Yes * No
 - c. Cameron observes two children having a tea party, so takes a photo for the service social media page. Later Cameron checks and realises that one of the children does not have permission for her photo to be taken. Even though it is a lovely photo, Cameron deletes it. * Yes * No
 - d. Cameron has been developing portfolios for each of the children. They reflect the learning of each child over the course of the year and he knows that they reflect the practices outlined in Quality area 1 and Quality area 5 of the NQS. He wants to put them out on a shelf so that families can access them at any time. He decides to develop a permission form so families can approve the portfolio display. * Yes * No
 - e. Cameron has been using developmental checklists to collect information. At the end of the month he compiles the information, but realises checklists have only given an overview of information. Cameron critically reflects using a combined written and visual diary and decides he needs to use a variety of recording methods. * Yes * No
 - f. The Possum room educators are having a meeting to discuss the room routine. They make the most of multiple perspectives to identify that there isn't enough time for the nappies to be changed before snack time. Cameron decides it will be too time-consuming to create a new routine, so he decides that they will just try to do the nappies more quickly. * Yes * No



Topic 2

In this topic you will learn about:

- 2A Effective observation
- 2B Recording methods and tools

Gathering and documenting information

Observing, collecting and documenting information is part of the ongoing planning cycle.

These processes help you form an appropriate perspective, and guide you to inform others about what you notice and provide responsive programs.

Your curriculum is influenced by the observations you collect for each child, the philosophy of the service, your knowledge of how children learn and your teaching practices (pedagogy).

Observation records are used to develop appropriate learning and development experiences in line with service standards, policies and procedures.

2A Effective observation

Observation records help you plan a curriculum based on what you know about each child.

The curriculum refers to all the things that a child experiences throughout the time in your service. It should be based on a child's learning, development, knowledge, ideas, strengths, interests, social interactions and reactions to the environment.

When you observe children, listen and gather information about them, you are able to build a picture of how children are learning and developing. Parents, guardians and others who care for children can provide information that helps you make better sense of what you observe.

These details will help you to provide a better learning environment and will contribute to your own ongoing learning and reflective practice, an aspect of the approved learning frameworks.

To create a holistic view of the children's learning and development, you need to gather information that:

- is meaningful
- is inclusive
- is based on different perspectives
- is consistent and frequent
- reflects each child.

Planning cycle

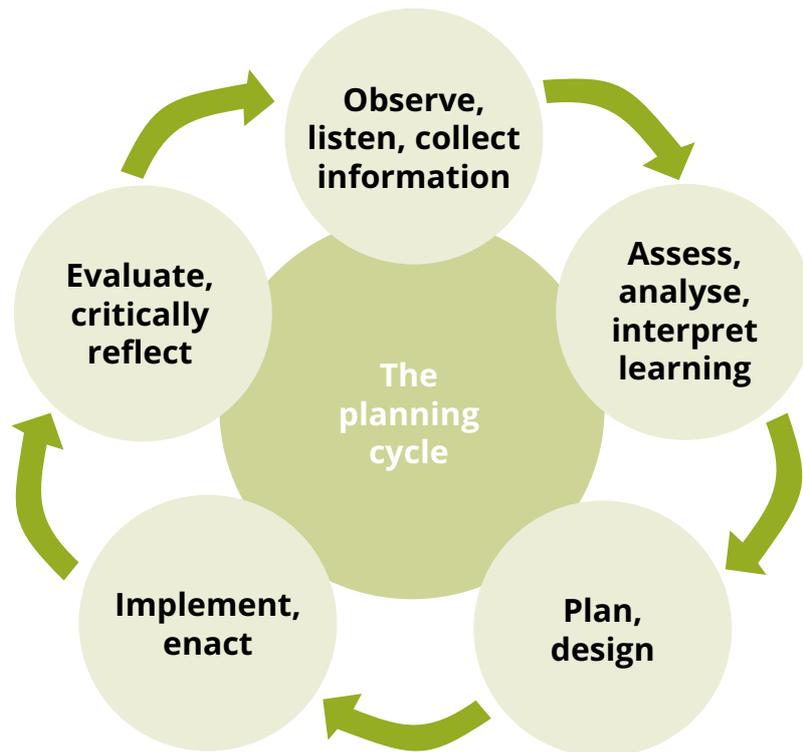
A planning cycle is continuous. Each step is affected by your philosophy, beliefs and knowledge, and the observations you continue to make.

Be familiar with the planning cycle, it includes children, families and others as part of a collaborative effort.



Make sure your observation records are effective and meaningful.

The cycle is presented in a diagram similar to this.



Curriculum planning

Contemporary practice in education and care services is a child-centred approach where the curriculum is designed to meet the learning and development needs of children as a first priority.

A family-centred approach is used, in which families are consulted and collaborated with about their child's needs. This holistic approach ensures that you:

- consider how the service operates and how it can meet the child's and family's needs
- put into practice routines, education and care practices that meet the child's individual needs and respond to the family's values and beliefs.

The records you collect will include the perspectives of children, families, specialists and others. As you progress towards analysing this information, and subsequently developing experiences and activities, continue to include the voices of these people.

Commence your curriculum planning by observing and gathering information. The information you collect will be influenced by:

- approved learning framework (EYLF), including the principles, practices and outcomes
- knowledge of child development and milestones
- understanding of domains of development (physical, social, emotional, cognitive and communication)
- resonating theory.

The information you notice and the observation records you gather must be useful and include the perspectives of children, families and others. This should lead you to developing a purpose for the child.

Choose the most appropriate method of documentation and follow your service's policy and procedures for recording information.

Meaningful observations

Meaningful information gathered from observations will help you provide for a child's learning and development.

They will not be tokenistic or focused on details that are not useful.

Some evidence you gather may include:

- the way a child is involved in a project
- the skills the child uses
- how the child interacts with others
- the child's learning, development, knowledge, ideas, strengths, interests, social interaction and reactions to the play environment.

Select the information you decide to add to your observation record so that it focuses on what you want others to understand. Remove or edit it so that you have the details that either complement the story, contribute to the setting or hone in on the learning or development.

Assessment principles

The principles of assessment help you keep your observation records on track.

They support you to think about your direction and if your records are meaningful and useful. Regularly reflect on the principles that are described in the following table.

Assessment principle	Description	Example
Valid	<p>Valid observation records document facts.</p> <p>Validity is assisted if you choose the correct recording method and provide sufficient detail in an objective manner.</p>	<p>An educator writes the following record. It is valid as it represents learning and development and includes enough detail so that others can understand the child.</p> <p>Rex worked at a 48-piece puzzle. He began by finding the yellow pieces that belonged to one of the cars in the puzzle, then completing the yellow car. Once these pieces were formed, he worked outward, identifying picture clues and matching pieces to these. Rex completed the puzzle without assistance.</p> <p>This story was accompanied by a photo of Rex doing the puzzle.</p>

Assessment principle	Description	Example
Representative	<p>Representative observation records focus on good examples of the child's skills.</p> <p>A record will not be representative if the child is in a situation that artificially hinders or boosts their normal ability.</p>	<p>An educator notices that Matricia (three years) cannot climb to the top of the small A-frame. She is wearing slippery shoes and the A-frame is damp from rain. The educator knows that when Matricia is wearing adequate footwear and the equipment is dry, her skills are at a higher level.</p> <p>If the educator made an assessment that Matricia was unable to climb the A-frame and then planned physical activities for her that were at or below this level, Matricia would not be challenged.</p>
Significant	<p>The information you observe must mean something for the child and play a part in their learning and development.</p> <p>Avoid recording information that is not important or does not represent something significant or meaningful to the child.</p>	<p>An educator notices that Kevin and Miranda are unable to use a knife and fork.</p> <p>For Kevin (four years), this is significant. His mother has told the educator she is worried that he is unable to eat independently when the other children in their family are encouraged to do so.</p> <p>For Miranda (three years) this is not significant as the educator knows this is an emerging skill and that she uses chopsticks competently at home. The educator has observed her fine motor skills when completing other tasks and they are well developed for her age/stage of development.</p>
Relevant	<p>Observation records that are relevant are ones you consider important to make and are applicable to the situation.</p> <p>Relevance can be ascertained through consultation.</p>	<p>An educator notices that Lizzie has started to ask about the toilet. Lizzie points to other children when she sees them using the toilet and has twice tried to pull her nappy off in the bathroom.</p> <p>An educator notices that Ben has tried to pull his nappy off; he is yet to show any interest in toilet training. Ben's dad confirms this at departure time. Ben is interested in undressing.</p>

A child's learning, development and behaviour may be influenced by illness, tiredness, issues at home, moods or even the weather, so a one-off observation may not represent a true account of the child (i.e. it may not be representative). To combat this, information should be gathered over a period of time. If you want to show the significance of an occurrence, you need to consider how many times it should be noted. You may need to observe the same event on several occasions to support your assessment. You also need to observe the child in a variety of spaces, as children are influenced by their environment.

Example

Taking observations over time

Simone, an educator, makes the following observations about Nola throughout the day.

Nola is playing with Imogen in the sandpit. They are involved in building a river that meanders from one corner of the pit to the other. They cooperate, talk and make decisions to work out who will do each task and how the river will flow, until the river is complete.

This observation shows that Nola is able to cooperate with Imogen in the sandpit.



Later that day, Nola is working in the block area. Nola wants to make a fence around a large tower. Two other children are also in the area. Imogen comes into the area and starts to help Nola build, but Nola tells her to go and make her own building. Imogen asks her if she could make the fence around the building, but again Nola tells her to go away. She then pushes Imogen away, saying, 'I don't want to work with you.'

Just before home time, Nola approaches Imogen who is completing a floor puzzle. She asks her if she can help. Imogen agrees. Nola has some difficulty identifying where the pieces fit. Imogen attempts to guide Nola, but Nola becomes increasingly impatient, saying, 'This is stupid, I hate puzzles!' When Imogen gives Nola suggestions, she tells her to be quiet.

These observations show that Nola has skills in cooperating and achieving goals with other children, but at times she prefers to work alone. The final observation shows how Nola is sometimes not able to cooperate with Imogen.

Simone may wish to gather further evidence to identify whether:

- Nola cooperates consistently with other children
- she cooperates only when she feels she is the leader of the activity
- cooperation with other children is an emerging skill for Nola and needs to be supported.

Inclusive information-gathering

The way you use language conveys a message to others about yourself and your attitudes.

If biased language is used, people reading your records can become misinformed. When you use language that is inclusive, you are using language that is unbiased, avoids stereotyping or discrimination, and is objective rather than subjective. The language will be neutral and accurate.

Biased language may be racist, sexist, derogatory or stereotyped. It sends a message that you value people differently based on their gender, race, age, marital status, economic class, health status, sexual orientation, religion, political beliefs, or physical or mental abilities.

Review your records to make sure you have not inadvertently included any bias or stereotyping. You can do this by making sure to:

- delete comments that refer to a person's background when it is not relevant
- only include information that is relevant to the observation
- use gender-neutral words when speaking generally; for example, 'person', 'parent', 'firefighter' or 'actor'
- exclude physical descriptions if they are not relevant.

Words such as 'crazy', 'dumb' or 'idiot' are negative and hurtful. Similarly, words with negative emotional connotations such as 'whingeing', 'nasty', 'horrible' and 'naughty' are upsetting to others and imply a value judgment that is not appropriate in professional observations.

Example

Negative preconceptions

Educators are collecting information from a family about their care practices and observing the child's emerging skills, learning and strengths.

Naomi, an educator, comments to the director, Henrietta, 'Those Indian families put too many clothes on their children. They always want their child to get special treatment. I suppose we will have to put rice and curry on the menu next week.'

Henrietta is surprised at Naomi's response. She points out that the child was dressed appropriately considering it is cold outside, that every parent wants the best for their child, and that including family recipes on the menu is something they do for every child in the service.

Naomi explains that she had a bad experience with a family of an Indian background at her previous job. They complained about everything and she could never please them, despite her best efforts.

Henrietta reminds Naomi that it is important to respect the child-rearing practices of all families. She stresses the importance of not making biased generalisations about families of any racial or religious background in future and asks Naomi to make a point of getting to know the new family and welcoming them to the service.



Others' perspectives

Colleagues, the child, family members and specialists are resources for gathering information.

By asking relevant people for their perspectives, you can gain a deeper understanding of children. Make sure you include their perspectives and use their knowledge and skills to support your direction.

People who can assist you include:

- children and their peers
- family members, including parents and guardians
- extended family members, such as grandparents and other relatives

- other educators
- carers
- education providers, such as preschool teachers
- specialists
- neighbours and family friends.

The perspectives of others can support you in the following ways.

Children	Help you gain a child's perspective and see how they view things, including how they feel, what they see as important, how they might achieve a sense of belonging and how your plans match with their ideas.
Family members, carers and friends	Help you gather relevant information about the family lifestyle, interests and cultural background. From this information you can plan to offer a wide range of activities and experiences that suit each child. You can provide opportunities to involve children in new activities as well as activities they are familiar with.
Other educators	May observe children in different situations, so will bring a different perspective. For example, a child may exhibit different behaviours and skills when undertaking an outdoor activity as opposed to an indoor activity.
Specialists	Offer knowledge and information based on their professional judgment and experience of development. Sometimes you may need to gather information from several specialists to form a comprehensive picture.

It is crucial to establish and maintain sound working relationships with these people. Be non-judgmental, listen attentively and ask questions to clarify your understanding of the information they give you. Record information carefully and remember to respect the privacy and confidentiality of the child and their family.

Collaborating with children

Educators prioritise their communication with children.

Educators communicate frequently with children in meaningful and authentic ways to gain a genuine understanding of them. This communication is called listening to the voice of the child. At times the voice of a child might be noticed by taking into consideration:

- what they say
- what they do
- what they do not do
- their gestures or body language
- their emotional reactions
- how they are involved in the program.

Children will feel that their contributions, ideas and interests are valued and appreciated, and they will feel a sense of belonging, enjoy being and extend themselves to become who they want to be. These concepts fit with the approved learning framework goals, as well as the Principle: High expectations and equity.

There are many ways to consult with children and gather their ideas. You might try:

- group or individual discussion or questioning
- spontaneous discussion or suggestions
- formal and informal requests
- anecdotal discussion (sharing experiences and stories)
- graffiti sheets and questionnaires.

Experiences might be evaluated and adapted due to children's feedback, whether before, during or after implementation.

The consultation you participate in with children provides you with records of communication and will link with learning outcomes from the EYLF.

Collaborating with families

Make yourself available to speak to families at appropriate times according to the structure of your service, and your role and responsibilities.

By developing an ongoing partnership where information is regularly shared, you contribute to strong, respectful relationships, and share responsibility for monitoring the learning and development of the child. Reinforce your case by explaining that the more you know about a child, the more you can plan for them. Always show interest and encourage families to continue sharing information.

Families need to know how their child is developing and what they can do to help. Similarly, educators need to know the family's situation and if there are any issues that may contribute to a child's behaviour, learning or development. For example, if parents are having relationship problems, the child may be upset, unsettled and clingy; if the child has been unwell, they may not react in the usual way to everyday challenges.

You can support families by doing the following:

- Encourage them to attend meetings.
- Organise workshops on child development.
- Develop a library of books and DVDs for them to borrow.
- Assign educators to help families address concerns or complaints.
- Coordinate support groups.
- Develop parenting skills programs.
- Suggest community resources, such as local service groups and advocacy services.
- Involve families in planning.

The frequency and level of communication you have with family members may vary, depending on how often the child attends the service, the child's developmental milestones and the family's expectations of the service.

Be aware that some families may not want to pass information on to you. You must respect this decision; however, you can still work towards establishing a relationship based on interest and trust, which in time may lead to information-sharing.

You could use the following strategies for sharing information:

- Show work samples that reflect a child's recent progress.
- Arrange a meeting to compare your perspective with the family's perspective.
- Arrange a private meeting to show a report that describes the child's needs and discuss a plan to address them.
- Arrange information sessions as a forum for discussion and to view work samples, timetables and planning documents.
- Work with children to develop stories that describe things they find interesting or exciting; these can be taken home so the storytelling can continue.
- Create individual diaries that move with the child from service to home.
- Add a reflection space on learning stories, observation records or assessments.
- Provide reflection pages that details can easily be added to – this could be included in a portfolio or just for your information.
- Create shared group communication books – add information about the children's learning or other events throughout the day, then invite families to comment.
- Create wall displays, learning showcases or murals that demonstrate the process of learning and the children's interests.
- Use a computer, tablet or a digital photo frame to display photos from the day.
- Use ideas from families by consulting them about how things might be done and asking them to share their skills and knowledge with you. Document their feedback and put their ideas into practice so they can see that their input is valued.
- Provide continuing information and support by putting families in touch with support services and advocacy networks. These services can provide brochures, information packs and other helpful resources on developmental difficulties, toilet learning and a wide range of topics that might need specialised support.

Example

Effectively using information from a parent

Joey's mum tells the educator Evie that Joey went to the zoo and saw a bear. She shows Evie some photos on her smartphone.

With his mum's permission, Evie helps Joey to show other children the photos of his trip to the zoo on a laptop. The other children ask Joey questions about the zoo, what the bear ate, and where it lived and slept.

Evie takes note of their questions and extends on this activity the following day by using the laptop to show the children footage of a bear from a nature documentary. They talk about how it moves, and watch it eating and sleeping.

Evie brings in some brown fake fur for the children to touch. At group time they use the action rhyme 'Going on a bear hunt' and the children act out the physical motions of the song.



Collaborating with colleagues

Colleagues may provide you with background information; for example, they might advise you that a child is moving rooms or that they previously attended the service.

With family approval they can provide information such as:

- documentation they have collected
- records of discussions they have had with others
- portfolios or files containing the child's work or personal information.

Colleagues may see or hear information throughout the day and pass it on to you for recording. This information might be from a time when you were not in the service; for example, if you work an early or late shift and other educators welcome and communicate with the family.

Other educators can provide support and advice when you collect records or receive information or feedback from others.

Collaborating with specialists

If a family uses a specialist service, they may share a report that includes developmental or behavioural information and strategies for management and support.

Specialist services include those outlined in the following table.

Physiotherapists

Use physical therapy, exercise and massage to restore or maintain movement and physical function.

Occupational therapists

Help people manage activities of daily living, such as dressing and undressing, so they can maintain their independence.

Speech therapists

Help people overcome speech, language and communication difficulties.

Social workers

Help provide social services, especially to those having difficulty managing daily issues.

Inclusion Support Programme (ISP)

Provides support to services that educate and care for children with additional support needs.

An Inclusion Agency (IA) links the service to specialists, community agencies and equipment that can help meet the child's individual needs.

Prior to contacting a specialist service or discussing any details of a child with the specialist, you must consult the child's family and gain their permission. You must also seek advice from your service coordinator prior to discussing any concerns with families.

Including all children

If you work with a small group of children, you should be able to observe and record each child's learning and development consistently and frequently.

If you are responsible for large groups or are working with several educators, you may need to develop a strategy for including all children in the planning cycle.

For the curriculum to be responsive and inclusive, there must be a process for checking that information is:

- gathered and documented for each child
- included in the planning activities
- easily accessible to all relevant educators.

Each service will have a planning policy and philosophy that may give guidance, although many services will leave this process to educators.

For a holistic view of children, information about their progress must be gathered in relation to each of the learning framework outcomes. These details need to come from as many perspectives as possible, including encouraging children to share their thoughts.

Event samples

A checklist or event sample can help track the information gathered about a child's progress.

This might show each learning framework outcome, developmental domains or types of records collected. Checklists or event samples work well with small groups of children when you are able to monitor the children's learning and development consistently and frequently. You can then pinpoint which areas to further investigate for the child.

Example

Monitoring against learning outcome

Child: Preschool group

Age: Four to five years

Date commenced: 09.01.20

Recorded by: Regina, Todd and Kylie

	Child 1: Bethanie	Child 2: Rose	Child 3: Harrison
Outcome 1	Interest	Behaviour	Strength
Outcome 2	Strength	Interest	Learning
Outcome 3	Behaviour	Learning	Learning
Outcome 4	Interest	Strength	Strength
Outcome 5	Learning	Learning	Interest

Regina, Todd and Kylie worked to collect adequate information about all the children in the four to five age group. They now know they have a holistic view of each child based on the learning outcomes.

The educators then decide that they need to collect more detailed information, so they use the checklist below to track the collection of further records.

Criteria	Child 1: Bethanie	Child 2: Rose	Child 3: Harrison
Background sheet	✓	✓	✓
Learning	✓	✓	✓
Strengths	✓		✓
Interests		✓	
Relationships		✓	✓
Play preferences		✓	✓
Behaviour	✓	✓	
One area of developmental monitoring	✓	✓	
I have gathered enough information over time and in a variety of spaces to ensure each assessment will be valid.	✓	✓	✓
EYLF Outcomes	<input checked="" type="checkbox"/> Outcome 1 <input checked="" type="checkbox"/> Outcome 2 <input checked="" type="checkbox"/> Outcome 3 <input checked="" type="checkbox"/> Outcome 4 <input checked="" type="checkbox"/> Outcome 5	<input checked="" type="checkbox"/> Outcome 1 <input checked="" type="checkbox"/> Outcome 2 <input checked="" type="checkbox"/> Outcome 3 <input checked="" type="checkbox"/> Outcome 4 <input checked="" type="checkbox"/> Outcome 5	<input checked="" type="checkbox"/> Outcome 1 <input checked="" type="checkbox"/> Outcome 2 <input checked="" type="checkbox"/> Outcome 3 <input checked="" type="checkbox"/> Outcome 4 <input checked="" type="checkbox"/> Outcome 5
Recording methods used (must be at least five)	1. Learning story 2. Anecdotal 3. Video recording 4. Jotting 5. Sociogram	1. Anecdotal 2. Learning story 3. Jotting 4. Video recording 5. Sociogram	1. Jotting 2. Anecdotal 3. Sociogram 4. Learning story 5. Video recording

Focus groups

If you are responsible for large groups or are working with a number of educators, a focus group is an effective way to make sure all observations and assessments are used in the planning process.

A focus group breaks a large group into a more manageable number of children based on a variety of characteristics. Educators are allocated responsibility for collecting records about these children for a set period of time.

There are many ways to arrange focus groups, and each has strengths and weaknesses. Some of the weaknesses and ways to overcome these are outlined below.

Type of focus group	Weaknesses	Ways to overcome some issues
Children are divided into focus groups. All educators involved observe all the children within the focus group over the period of time allocated.	The weakness in this type of group is that only a small number of children are being observed at one time, and there may be a large gap between each opportunity for being monitored, during which time skills or interests may have emerged.	Include any important information noticed about children outside the focus group. For example, if a child who is not included in the focus group shows an emerging skill, document this information.
Children are divided into focus groups. An educator is allocated particular children and they focus their observations on these children only.	Only one perspective is being recorded. The educators may limit their relationships with children based on their grouping.	Educators could rotate to observe different groups of children. The resulting records have the advantage of coming from different perspectives. Include any important information noticed about children outside the focus group.

Although focus groups are an effective way to collect information, it is easy for gaps to occur and at times they can be inflexible. Despite the method used, if important information is noticed, you must respond to it and record it. Observe all windows of opportunity or learning milestones regardless of their allocated focus group.

Example

A rotating focus group model

Jess and Amy are responsible for 21 children. To ensure each child is constantly being included in the monitoring program, they break the group up and each educator focuses on three children per day. Their rotating roster allows children to be observed by different educators so that each child gets comprehensive attention. The roster is as follows.

Monday 20th	Tuesday 21st	Wednesday 22nd	Thursday 23rd	Friday 24th
Jess: Group 1	Jess: Group 3	Jess: Group 5	Jess: Group 7	Jess: Group 2
Amy: Group 2	Amy: Group 4	Amy: Group 6	Amy: Group 1	Amy: Group 3
Monday 27th	Tuesday 28th	Wednesday 29th	Thursday 30th	Friday 31st
Jess: Group 4	Jess: Group 6	Jess: Group 1	Jess: Group 3	Jess: Group 5
Amy: Group 5	Amy: Group 7	Amy: Group 2	Amy: Group 4	Amy: Group 6

Creating focus groups

Children should be organised into focus groups systematically with regard to a number of aspects.

Focus groups are usually based on one or more of the following classifications:

- Age: Children are grouped to ensure a range of ages is represented.
- Ability: Children are grouped to ensure a range of abilities is represented.
- Culture: Children are grouped to ensure a range of cultural backgrounds, lifestyles and interests are represented.
- Gender: Children are grouped to ensure an even gender balance is observed.
- Attendance: Children are grouped on the basis of casual, part-time and full-time attendance, which allows each to be represented.

Example**Creating a balanced focus group**

Indigo, an educator, creates her focus group by identifying some of the main characteristics of the children. She checks that each group includes:

- a child with English as a second language or with language challenges (this was of high importance in her service)
- children of three different ages
- some full-time, part-time and casual attendees
- some boys and some girls.

As other educators and parents are also contributing to the planning process, she creates a number of larger focus groups so each child is frequently in focus. The information collected about the focus group relates only to developmental monitoring. Other holistic observations are collected as they are noticed by the educators.



Practice Task 3

1. Which of the following statements are correct? Select yes or no for each one.

- | | | |
|--|-------|------|
| a. The planning cycle is continuous. It includes gathering information, questioning, planning, acting and reflecting. The cycle meets the requirements of the NQS Quality area 1: Educational program and practice. | * Yes | * No |
| b. Information that you gather from observations will be influenced by learning framework outcomes, your knowledge of child development and their milestones, your understanding of the developmental domains and theories of development. | * Yes | * No |
| c. Educators can describe a child's physical appearance (such as skin colour), cultural background, gender or religious beliefs in their observations because this gives a more thorough view of the child. | * Yes | * No |
| d. When you use inclusive language, you are using language that is unbiased, avoids stereotyping or discrimination, and is objective rather than subjective. The language will be neutral and accurate. | * Yes | * No |
| e. You can gain valuable information about a child from other colleagues, family members, specialists. You may learn most by listening to the child's voice. | * Yes | * No |
| f. Learning stories are most useful and the best form of observation method to gather information. They ensure that all children have an equal evaluation of their development and provide consistency overall. | * Yes | * No |

2B Recording methods and tools

Day to day, notice what children are doing and make mental notes or jot down points for more detailed recording later on.

Sometimes you will need to set aside time to observe, particularly if you want to make specific observations of a social interaction between children or a behaviour of interest. However, most observations are made while you are immersed in your daily role. You could be supervising experiences, participating in play, helping with an activity or interacting with children during mealtimes.



You may need to take regular notes of your observations throughout the day.

There are many methods and tools you can use to gather and record information. Although the NQS directs your actions, it leaves a number of factors up to your judgment, such as:

- how many observations you need to collect
- the recording methods and tools you should use.

Record requirements

All records of observations need to include a context.

This will include information that allows those reading the record, including yourself, to understand who the record is about. Most records require the following details to develop a context:

- child's name (sometimes a code, changed name or initials are used for confidentiality)
- child's age or date of birth
- date and time of observation
- setting
- who recorded the observation.

Child records

There are many different types of records you can use to gather information about a child.

The information you gather from others contains details about a child's learning, development, knowledge, ideas, strengths, interests, social interaction and reactions to the play environment that have been observed or written down by someone else.

Common child records

- Enrolment forms – These might include permissions, family information, cultural preferences and details.

- Routine forms – These might include details of the individual child's sleep, rest, toileting, clothing and mealtime needs.

- Play profiles – These might include the child's interests, strengths, favourite games or toys, and what they like to do at home or in another setting.

- Background profiles – These might include:
 - details of the family structure, including pets
 - information about what is important to the family
 - what their beliefs are
 - their cultural heritage
 - if and how they celebrate special occasions
 - any trauma and positive experiences that influence the child's day-to-day learning and development.

- Incident reports – These might include information about a child's ongoing health and wellbeing, any regular specific events that influence their ongoing learning and development or highlight concerns.

- Medical management plans – These might include health requirements, risk management plans and how medical issues or emergencies should be supported and managed.

- Behaviour plans – These might include strategies that have been prepared to deal with behaviours that are inappropriate or concerning.

- Specialist reports – These might include strategies prepared by a speech therapist, occupational therapist or other qualified person whose role is to guide those working with and caring for the child toward meeting their needs or supporting their development and learning.

Communication apps allow educators to communicate clearly and frequently with families about their child's learning, development and routines. Apps might link with family member emails, text messages or be accessed through a website. The app might offer options to include photographs, document timetables of the individual child (for example, when the child sleeps and wakes up) or provide information. Apps might also offer families the option to communicate the same information back to educators.

Diaries, journals, logs and communication books

The diaries, journals, logs and communication books that educators use to record events form a communication link between home and the service.

The events are written in brief notes and a number of people may contribute to them in various ways. These records may relate to one child or to a group of children and can take any form or construction that suits the users.

Diaries, journals, logs and communication books can be useful for documenting information about a child's learning, development, knowledge, ideas, strengths, interests, social interaction and reactions to the play environment.

Questioning children

Questioning can occur directly, or through developing a questioning method that allows children to consider and reply in their own time.

Questioning can be useful for documenting information about a child's behaviour, learning, play preferences, strengths, interests and relationships.

Different methods for questioning and gathering feedback are outlined in the following table.

Verbal questioning	Verbal questioning may be documented in a variety of ways. You may use a jotting, anecdotal record, a log or a checklist to tick off or make notes against an anticipated set of responses.
Brainstorming	Brainstorming might happen through discussion. It can be used to ask questions and gain ideas.
Surveys, feedback sheets and questionnaires	Surveys, feedback sheets and questionnaires are more formal methods that can be used with educators and older children. To use with younger children, questions and answers could be added using drawings or through the use of emoticons, such as smiley faces and sad faces. Drawings and symbols can make the process fun.
Daily evaluation sheets	A daily evaluation sheet asks educators and children to evaluate how the day went by asking specific questions, such as what activities were enjoyed most, what could be extended on or how the curriculum can be improved. Use prompts with children to encourage a response.
Graffiti sheets and graffiti boards	A graffiti sheet or graffiti board is a place with room for all those involved, to add their ideas based on a question. The graffiti sheet might be a method for brainstorming ideas, surveying, questioning or evaluating.

Questioning can be useful for documenting information about a child's knowledge, ideas, interests and reactions to the play environment. However, not all questioning is useful; sometimes children respond inappropriately, or give a response that is what they think others would like to hear. For example, you might ask school-age children to suggest some activities and they might add ballooning, playing a violent video game, having a food fight, etc.

Example

Questioning children

The following are three examples of ways you might question children to select an excursion venue.

Verbal questioning	'Would you like to go to the bakery or the fruit shop?'	
Survey	Tick the place you would like to visit.	
	Bakery	Fruit shop
	✓	
Emoticon survey		
	😊	☹️
Graffiti sheet	Where would you like to visit on our excursion?	
	Zoo	Supermarket

Discussions with families

Responsive and child-centred discussion about routines, learning and development help to minimise distress.

They also give family members the opportunity to make requests and confirm practices.

Discussions occur each day, not only as a social activity to build trusting relationships, but also as a method of sharing information and developing knowledge of a child's and family's needs. This discussion creates a partnership between families and educators so that decision-making is shared.

Discussion with parents, family members, guardians and carers can occur:

- at orientation
- at arrival and departure times
- during phone conversations
- during planned care review meetings
- when parents participate in an activity.

Jottings

Many educators use simple reminder methods such as jottings to gather details of observations that they can extend on later to produce a record of observation.

Jottings are quick reminders, perhaps on a sticky note or in a pocket notebook. When you take quick notes for later extension, remember to add details such as names, dates and times.

Jottings can be useful for documenting information about a child's behaviour, learning, play preferences, strengths, interests and relationships.

Example

Making a jotting

Julie is overheard talking about how her dad is going into hospital. Her educator makes a jotting to remind her to find out more about this. She writes: 'Julie's dad is going into hospital, Tues 15th, 9am'.

Later in the day, Julie and other educators review the jottings they have collected over the day. They decide how these will influence the learning and development they plan for the next day.

Anecdotal records

Anecdotal records are brief descriptions often written from memory.

Anecdotal records do not record every detail of the environment or observed behaviour – the focus is just on the area of interest being observed. Anecdotal records are written in past tense as they are a reflection.

Anecdotal records can be useful for documenting information about a child's learning, development, knowledge, ideas, strengths, interests, social interaction and reactions to the play environment.

Example

Anecdotal information

Regina wants to document Timothy's physical learning, particularly his ability using a ladder. She creates the following anecdotal record.

Recorded by: Regina

Date: 6th March

Child: Timothy

Time: 10.15am

Age: 3 years, 6 months

Setting: Outdoors, ladder

Timothy climbed the ladder of the fort using both hands to hold the sides of the ladder. He used alternating legs and hands to pull himself up the rungs. Timothy got to the top of the fort, then turned around. Timothy said he wanted to jump from the fort and stood at the top. He bent his body, but each time he went to jump off, he stopped. After a few tries, I offered to hold Timothy's hands. He agreed and jumped off, landing on two feet.

Narratives

Narratives are stories that record what has happened over a period of time.

This might be an account of an experience, a learning event, a project or a session. This makes it different to an anecdotal record, which records a single event or particular area of learning or development.

A narrative is written in past tense as it is a reflection. It includes the details needed to show what happened and what learning or development occurred.

Narratives can record information about a child's learning, development, knowledge, ideas, strengths, interests, social interaction and reactions to the play environment.

Example Narrative

Child's name	Raelene	Age	4 years 4 months
Recorded by	Graeme	Date of record	2nd December

Raelene had lots of fun today using collage materials. She pasted using the new brushes and talked about how they were easier to use and that she could carefully apply the glue exactly where she wanted. Raelene loved the new materials and asked me what some were called. She repeated these names and added descriptions. Some examples of her descriptions were: 'crackly cellophane', 'soft cotton', 'smooth silk'.

Learning stories

Learning stories often use a narrative to describe learning, development, an incident or a project.

A learning story may be added to by the child, family members and others who participate in the child's life.

Evolving from New Zealand's Te Whariki curriculum, learning stories include only positive information, never negative. They also focus on what the child can do, rather than what they can't yet do.

The approved learning frameworks encourage you to view children, the curriculum and pedagogy in a creative and open manner. Learning stories fit this brief as they focus on the stories or journeys of the child's learning.

Each learning story should demonstrate that you are able to:

- notice – observe children's learning
- recognise – strive to understand what you notice
- respond – put your understanding to use by acting to support and provide for the child.

You can use a learning story to present a reflection of learning goals and outcomes (sometimes referred to as dispositions); for example, when you are recording details that relate to:

- belonging and identity
- communication
- thinking, independence and creativity
- understanding of the world
- health and physical development.

Learning stories identify and record information that concentrates on assessments *for* learning, rather than assessments *of* learning. This means that your observations (the things you choose to observe and record) should demonstrate areas where you can support the child with new learning opportunities, not simply record what the child can already do. This happens when you observe and record emerging skills. These details support you to understand the child and to develop strategies for what will happen next.

Example
Assessment of learning

Assessment	Example	Outcome
Assessment for learning	Jericho made a construction using boxes. He managed the masking tape competently and glued using a glue stick. He used a stapler and pressed down with his whole upper body, causing it to crunch down into the cardboard.	A formative assessment. This information describes what happened at the time and explains the learning that Jericho demonstrated and how he used his skills and interests.
Assessment of learning	Jericho is able to construct items out of boxes. He is able to use masking tape, glue stick and stapler.	A summative assessment. This information is an overview. It summarises Jericho's learning and development.

You may use different methods to express the learning that you observe. Some methods you might use to express your learning stories include:

- writing a letter to the child in a narrative style; for example, 'Stephen, I watched you playing with Kellie and you both worked together carefully to build a block tower.'
- Use dot points to highlight important aspects of information you are sharing, or photos or samples of work you are including.
- Use a storybook style that includes children adding drawings of what happened.
- Use a diary style to communicate information.

Ultimately, all educators are focused on recording the child's progress toward the learning outcomes of the EYLF.

As you become more skilled at writing learning stories, you will start to develop more expressive comments.

See the EYLF Practice: Assessment and evaluations for learning, development and wellbeing to read more about meaningful information.

Example Learning story

The following is a learning story written about a child exploring gel.

Child's name	Dan	Age	3 years 6 months
Recorded by	Alice	Date of record	2nd October
Setting			
Indoor coloured gel table. One child.			
Story			
Dan had lots of fun today exploring with the coloured gel. He participated by using both of his hands to squish the contents showing lots of exploratory practices, examining the colours and watching it slide off his hands. Alice asked Dan, 'What does the gel feel like?' Dan smiled and laughed, saying, 'It feels warm and squishy'. Dan took great interest in this activity, watching the different shapes he could mould and make, laughing as a squelching sound could be heard. He spent 10 minutes exploring.			
Carer's voice			
Dan really enjoyed exploring with gel using his hands, listening to the sounds it made and mixing the colours together.			
Parent's voice			
Dan loves to help me cook. He always enjoys mixing dough with his hands and pressing out biscuit shapes.			
EYLF learning outcome			
Outcome 4: Children are confident and involved learners			
Sub-outcome: Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.			
Future planning			
Making play dough			

Here is the same learning story presented in a different format.

Mixing coloured gel

Today (2nd October) Dan had lots of fun exploring with the coloured gel. I (Alice) watched Dan as he participated by using both of his hands to squish the contents, showing lots of exploratory practices, examining the colours and watching it slide off his hands.

I asked Dan 'What does the gel feel like?' Dan smiled and laughed, saying, 'It feels warm and squishy.' Dan took great interest in this activity, watching the different shapes he could mould and make, laughing as a squelching sound could be heard. He spent 10 minutes exploring.

I noticed that Dan really enjoyed exploring with gel using his hands, listening to the sounds it made and mixing the colours together.

EYLF learning outcome:

Outcome 4: Children are confident and involved learners

Sub-outcome: Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.

Parent's voice: Dan loves to help me cook. He always enjoys mixing dough with his hands and pressing out biscuit shapes.

Future planning:

Making play dough

Running records

A running record documents everything you see the child doing and saying during a specified amount of time, usually between one and 10 minutes.

Decide the length of time you will observe the child for based on what you want to record.

A running record is written in present tense as it is recording what you see at the time. It needs to contain information about the areas the child plays in and how their actions relate to areas of development. This type of record is very demanding of your time because you need to continually observe and record. It also draws on your knowledge of child development because you need to understand every action of the child.

Time samples

Time samples are observations taken at time intervals to record progressions or patterns of behaviour or interactions.

The record may be taken every five minutes, every half an hour or at a set time each day.

Time samples can be useful for documenting information about a child's behaviour, learning, play preferences, strengths, interests and relationships.

Example

Time sample

Regina, an educator, creates the following time sample about Louise.

Child: Louise	Recorded by: Regina
Age: 3 years, 11 months	Focus: Which experiences does Louise participate in?
Date: 6th January	
9.00am	Louise is playing at the car mat with two other children.
9.15am	Louise is playing by herself at the car mat. She is building a road with blocks.
9.30am	Louise is at the collage table. She is sticking feathers onto a piece of card with sticky tape.
9.45am	Louise continues to work at the collage table.
10am	Louise is at the climbing frame. She is sitting on the top and watching other children on the bounce board.

Event samples and checklists

Event samples record your observations each time a particular event occurs.

You need to specify which event is important to record and, each time this event occurs, add a record of what happens before, during and after the situation.

An event sample is an excellent tool for recording the behaviour, learning play preferences, strengths, interests and relationships of one or more children.

There are different ways you can document an event sample, some of which are shown in the following examples.

Examples

Using event samples and checklists

Example 1: Recording specific behaviour using an event sample

Child: Macy		Recorded by: Regina	
Age: Five years		Focus: What is happening when Macy's peers are upset with her?	
Date: 8th February			
9.05am	Macy stood at the edge of the car mat and watched for five minutes as Louise, George and Helen played. Macy began lifting the edge of the car mat with her foot and this tipped the children's road, making it break. George said, 'Macy, you need to fix it.' Macy sat on the mat and fixed the road, then George asked her if she wanted to drive the truck. They played for some time.		
10.13am	Macy stood at the collage table. She watched Megan using the materials for approximately four minutes. Macy picked up the scissors that Megan was using in her work. Megan asked for them back, but Macy did not respond. Megan called an educator, who came and asked Macy for the scissors. The educator then asked Macy if she would like to use her own pair of scissors, and Macy agreed and sat to work for approximately 20 minutes.		

Example 2: Recording different activities using an event sample

Child: Preschool group		Recorded by: Regina	
Age: Four to five years		Focus: Children's interests and peer relationships	
Date: 9th January			
	Collage	Painting	Puzzles
Bernice	9.05am: 10 mins with two other children	9.15am: 20 mins	9.35am: 10 mins
Jenna		9.05am: 5 mins with Gerard	9.10am: 35 mins with Gerard
King			9.10am: 40 mins
Ralph	9.35am: Watching for 5 mins	9.12am: Watching for 20 mins	9.05am: 7 mins

Example 3: Event sample checklist

Date: 12/6/19	Puts own jumper on (using buttons)	Puts own pants on (using zip)	Puts own shoes on (using velcro)	Puts own shoes on (tying laces)
Petra	✓	✓	✓	✓
Henry	✓			
Grace	✓		✓	
Nixon	✓	✓		
Steve	✓	✓	✓	✓
Gordon	✓			

Monitoring development

The information you gain from monitoring children's development helps you to identify specific support needs, develop an individual program, and set goals and targets for the child.

While most methods of recording development are useful, many educators choose a checklist with comment spaces as an effective tool for assessing, measuring and monitoring children's development.

A developmental checklist should:

- include milestones that you feel a child should demonstrate if their developmental progress is appropriate at this age/stage of development
- include milestones that the child's family feel are appropriate and important
- be clearly written so that you can identify when a child requires support or needs to be more closely monitored
- consider both the child's chronological age (the number of years the child has lived) and maturational age (the stage of development the child is demonstrating) to ensure that individual rates of development, needs and strengths are addressed
- reflect the individual child in some way; for example, the skills the family say are important to their child.

The following is an example of a developmental checklist.

Physical development	Developmental comments	Date achieved
Walks independently		06/01/21
Walks up stairs using two feet on each stair	06/01/21: Crawls up stairs	24/02/21
Throws a large ball	14/02/21: Pushes ball along ground	
Uses pincer grip to pick up small objects	24/03/21: Picks up sultanas at snack time	

Samples of work

Keeping samples of children's work helps you to build a clear record of progress or development of an interest.

A work sample doesn't concern how a child completes work, rather it is the actual product they have completed.

You can collect originals or create photocopies. Always ask the child before you take their work and respect their wishes if they refuse. Samples can be used to make special portfolios that show a child's progress and become keepsakes for families.

Example Sample of work

Sandra collected a sample of work to show how Mikaela has begun to draw in more detail using different methods.



Example

Recording an observation

Vilani, an educator, observes Cynthia (four years) drawing. This is her observation documented in four different ways.

Jotting	Cynthia used crayons to draw a bear.
Digital image of learning	
Sample of children's work	
Learning story	 <p>Cynthia loves drawing her toys from home and often tells us about her favourite toy of the day and then draws a picture to show us what it looks like. Today she told me about her bear, Fuzzy. She asked for crayons, then set to work to draw him.</p>  <p>Cynthia wanted me to put her drawing in her portfolio. She said I could look at this any time so I remember what Fuzzy looks like.</p>

Digital images

There are many effective information and communication technology (ICT) tools you can use to capture observations using audio, video and text.

The following table shows how some ICT tools can be used in the learning environment.

ICT tool	Applications in the learning environment
Computer	<ul style="list-style-type: none"> ➤ Record observations in a file for each child. ➤ Share information about children with parents via email or cloud sharing. ➤ Play a slideshow or video of a child or group's learning journey to others; photographs, videos, sounds, commentary and text can be combined to tell the story. ➤ Help families access information through websites or social media.
Smartphone or tablet	<ul style="list-style-type: none"> ➤ Recording video: <ul style="list-style-type: none"> – Encourage children to reflect on their activities. – Add videos to learning stories. – Demonstrate progression. ➤ Recording sound: <ul style="list-style-type: none"> – Record children's discussions. – Take verbal notes for you to write down in more detail later on. – Reflect on your own interactions as part of professional development. ➤ Taking pictures: <ul style="list-style-type: none"> – Allow children to take their own pictures. – Add to learning stories. – Share with others.
Digital photo frame	<ul style="list-style-type: none"> ➤ Play slide shows of photos of activities, excursions or children's work. ➤ These are portable and relatively inexpensive.

There are a number of childcare apps that can be accessed and used on smartphones, tablets, laptops or computers. These apps are designed for ease of use, to advance communication and simplify the recording process. Many apps link to families through programs, text message or email so information can be shared.

ICT is a useful tool, but you need to direct its use to create useful and actionable learning records. Consider the following points when collecting audio and visual material:

- You may need to edit material before sharing it with others.
- Children may stage their activity for a camera or video.
- Make sure you have permission from families before displaying children in slideshows, recordings or photographs. This may affect the recordings you take of other children.
- Note who recorded or took the photographs. Add the date, time, place and event.
- Use children's names as you speak to them during a sound recording as you may not recognise a variety of voices on the playback.

ICT can be useful for documenting information about a child's behaviour, learning, play preferences, strengths, interests and relationships.

Example Using photographs

A group of children are creating a huge sandcastle in the sandpit. Two children are moving cars and toy people over the sand. Two other children are using feathers and shells to decorate the edge of the castle. Other children are discussing where to place the flag.

The weather begins to change and Cassie, the educator, points out that it might rain. The children are disappointed and concerned that the rain will destroy the castle before their parents get to see it.

Cassie suggests taking a photo so their hard work can be recorded and shown to others. Raseem's father has asked that Raseem not be photographed, so Cassie asks Raseem if he would like to be 'official photographer'. He takes five pictures of the other children with the castle.

Cassie and Raseem choose the best picture. Cassie adds the photo to the video file that shows in the room. At pick-up time, the children excitedly show their family members what they achieved.



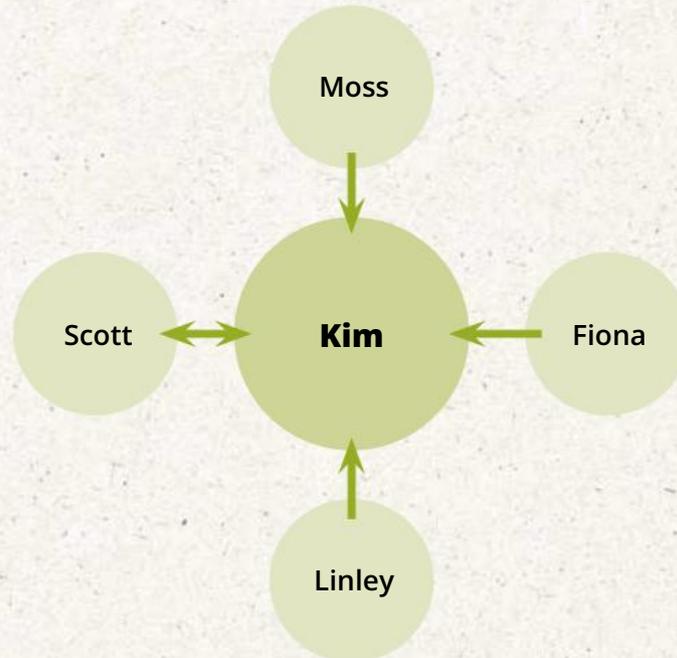
Sociograms

A sociogram is a simple and useful tool to map interactions.

It uses a web-like connection to show the interaction between children and/or adults. You may use a sociogram to record existing or emerging communication skills, social interaction, play preferences or changing dynamics in a group.

Example**Mapping social interaction**

Kim's mum is concerned that Kim does not interact with other children. Richard, an educator, uses a sociogram to collect interaction information and later adds a summary so Kim's social participation can be understood.



Richard's sociogram demonstrates that Kim was spoken to by four children (you can see they spoke to her as the arrows point toward Kim), but that Kim only responded to Scott (you can see this as an arrow points from Kim to Scott). Richard decides to make further observations of Kim's relationship with Scott and other children.

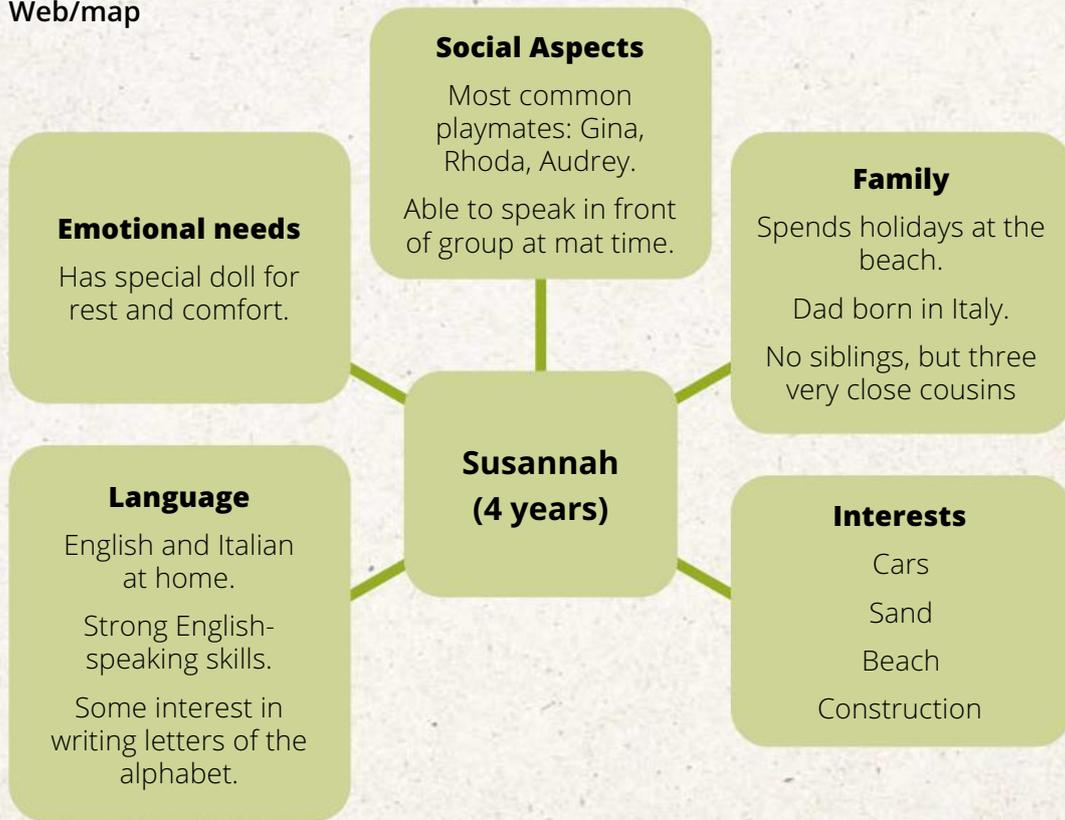
Webs and maps

Webs are an excellent tool for documenting a range of information about a particular child or group.

The structure of a web allows you to identify links and clearly map out aspects you are focusing on. They are also useful for brainstorming activities.

Webs might link to the whole child or may represent a specific area. This can be seen in cultural mapping where a child's background might be explored including their religion, family beliefs, ethnic origins, knowledge, immediate and extended family, social demographics, food preferences, dress preferences, etc.

Example Web/map



Practice Task 4

1. Draw a line to match each term about recording methods and tools to its definition.

- | | |
|-------------------------------|--|
| * Event samples or checklists | * Brief descriptions about an area of interest or learning that are often written from memory |
| * Digital images | * A recording made at particular time intervals |
| * Time samples | * A recording made when a particular event occurs |
| * Cultural maps | * A photograph, audio recording or video recording of a child |
| * Anecdotal records | * A written and/or visual representation of a child's culture such as religion, ethnicity and beliefs. |
| * Jottings | * A copy or original of a child's work |
| * Samples of work | * Simple reminders that can be added to or extended on at a later stage to develop a record of observation |

2. Which of the following statements about recording methods are correct?

Select yes or no for each one.

- | | | |
|--|-------|------|
| a. By questioning children you can gather information either directly or through brainstorming, surveys and feedback. | * Yes | * No |
| b. Child records involve gathering information from others to provide knowledge about a child. | * Yes | * No |
| c. Daily communication with families involves sharing information and developing knowledge of a child's and family's needs. | * Yes | * No |
| d. Narratives are stories that are written about the future and record what will happen over a period of time. They can be used to write learning stories which are recordings at particular time intervals. | * Yes | * No |
| e. Learning stories are recordings made at particular time intervals. | * Yes | * No |
| f. Sociograms are simple diagrams that show interactions between children and/or adults. | * Yes | * No |
| g. Running records are written in present tense and document everything that occurs over a specific time period. | * Yes | * No |

Summary

- There are a number of methods and tools that can be used to document observations.
- The records of observation you collect over a period of time help you develop a complete picture of the child.
- Develop a process to ensure the information gathered for each child is systematically analysed and recorded in formats that are easily accessible by all educators to ensure the planned curriculum is responsive and inclusive.
- Regularly share information with family members, colleagues and specialists to maintain currency of information and support children's learning.
- Educators are expected to communicate regularly with families to exchange information about the program, discuss meaningful documentation, and develop methods for making information available.
- There are many strategies for sharing documentation, including:
 - discussions at arrival
 - showing parents work samples that reflect a child's recent progress
 - meetings
 - parent information sessions
 - individual diaries that move with the child from service to home.

Learning Checkpoint 2

Gathering and documenting information

Part A

1. Match each image to the most effective method or tool for documenting information about a child.

- * Sample of work
- * Anecdotal
- * Time sample
- * Sociogram
- * Discussion with families
- * Digital images
- * You are not sure what a new child likes to eat. He seems anxious at mealtime. You want to find out why this may be.
- * The children have been working on a construction over several days. You want to make a record of it to display in the room.
- * A child has been drawing and shows you how they can draw bodies now they have been practising for over a week. You think it would be good for her to show her family at the end of the day.
- * It is the first time the child has poured their own water. At the end of the day, you want to write about it from memory.
- * You have noticed that a child often plays near other children. You want to find out if the child interacts with others.
- * You are interested to know which activities a child participates in at particular intervals throughout the day.

Part B

Use the image below to answer the questions that follow.



1. Which of the following observation records demonstrate inclusive information-gathering practices based on the image?
 - 'The children worked together to build a wall. Kathy had lots of ideas and directed Joy to build the wall in a way that she had imagined.'
 - 'The children built a wall. Kathy was a little bossy. She had her own ideas about how the wall would look and she wouldn't let Joy have input.'

2. Which of the following statements about the image are correct? Select yes or no for each one.
 - a. The educator is able to identify that Kathy has a dominant personality and Joy is unable to assert herself at this point. * Yes * No
 - b. By looking at the image, educators can see that one child is leading the play and has designed the wall. * Yes * No
 - c. In the image Joy looks uninterested and is leaning away from Kathy. This would lead an educator to document an observation based on Joy's emotional development. * Yes * No
 - d. By using digital images an educator is able to demonstrate they are using current and emerging thinking about contemporary practice in the use of observations. * Yes * No
 - e. Joy and Kathy should be the current focus of all observation, analysis and planning. Educators should be developing clear perspectives of their development despite the number of other children in the service. This will demonstrate they are prioritising the voice of these children. * Yes * No



Topic 3

In this topic you will learn about:

- 3A** Summative assessment
- 3B** Analysing records

Interpreting information

Once you have gathered and recorded information about a child, you need to analyse it so it can be used effectively.

The records of observation you have collected over a period of time and in different situations help you to develop a complete picture of the child, including learning and development aspects, such as their knowledge, ideas, strengths, interests, social interaction and reactions to the play environment. The outcome is your perspective.

3A Summative assessment

Once educators gather observation records, they analyse them to identify what they mean.

Formative assessment is the name given to the analysis outcomes of each record. When these formative assessments are brought together holistically, the result is a summative assessment.

There are some common methods for organising records, including methods that can help extend the collaboration and sharing of information.

Formative assessment

By looking at and questioning observation records, you will develop a perspective and identify what is important.

Your documentation of this perspective will occur through formative assessment. Formative assessment highlights the recognisable learning and development of the child, as shown in an observation record. The record is evidence, while the formative assessment is the analysis.

Your formative assessments should provide details of what you notice.

The following may be identified and recorded in a formative assessment:

- any learning you noticed
- things you thought were important
- strengths, interests, knowledge and ideas
- social interactions
- aspects of development
- reactions to the play environment
- how you could extend on or increase learning
- if you need more information
- who else you could gather information from, including children, families and others
- how the information links with EYLF outcomes, principles and practices.

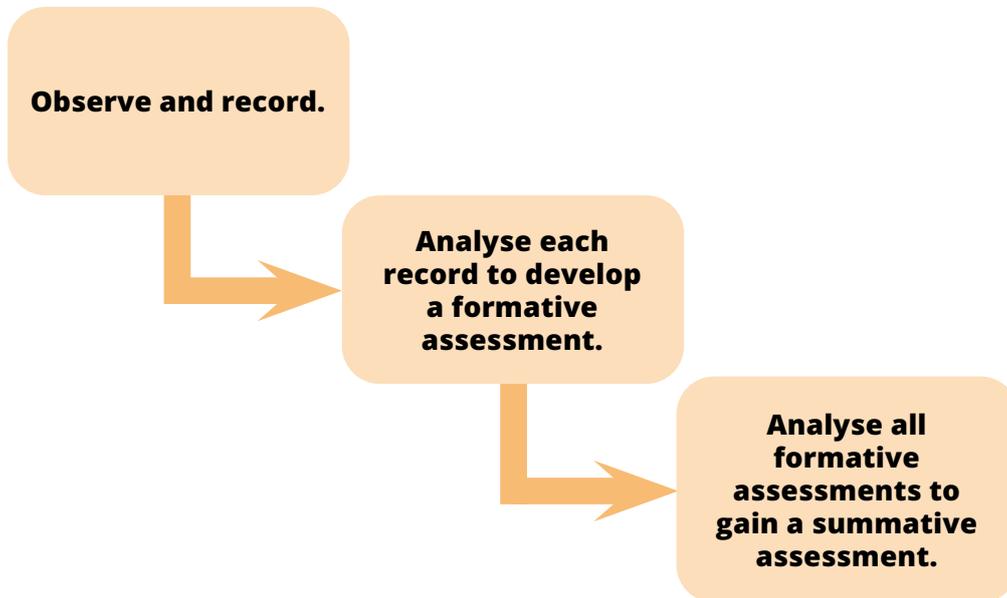
By referencing records they are given purpose. They might be referenced or linked to the following within a formative assessment:

- the approved learning framework outcomes
- developmental domains (physical, social, emotional, cognitive or communication)
- theories, including:
 - theories of play (e.g. Parten's play stages)
 - theories of learning (e.g. Vygotsky's zone of proximal development or Piaget's belief in children learning from interests and practice)
 - approaches to practice and the environment (e.g. Reggio Emilia, Montessori, Steiner)
 - theories of belonging and becoming (e.g. Maslow's hierarchy of needs).

Summative assessment

Summative assessment occurs when you look back at a range of formative assessments to gain a comprehensive view of the child, and their learning and development.

Summative assessment is about summing up what is happening, as in the following diagram.



Summative assessment should occur at regular intervals so that you have a continually updated and complete understanding of each child. This might occur:

- each day as you collate records
- during each planning cycle
- each month or term
- prior to a family meeting or interview.

When all of your formative assessments are pulled together, you are creating a summative assessment.

Example

Creating a summative assessment

In this example, each of the formative assessments are informed by a learning story, jotting notes and an anecdotal record. These provide the educator with snippets of information about Delia. The educator is able to use this information to form a summative assessment that includes Delia's interests, knowledge and progress toward the EYLF outcomes.

Observations collected over time	Formative assessment
<p>Learning story</p> <p>Delia, you worked at your sand picture for more than 15 minutes, using samples of the coloured sand available. You then came to me and said you wanted to add sand from the sandpit, so we collected sand and added this to your picture.</p> <p>Your work took some time to dry as you had used lots of tacky glue. When it was dry, I suggested you feel the sand texture. You were not sure what texture was, so I explained it means about how rough or smooth the sand is. You told me that the pink sand was your favourite and mentioned that you would like to do more activities with textures.</p>	<p>Delia used her creative ideas to add sand. She is learning about rough and smooth textures and commented on her interest in extending a knowledge of different textures.</p>
<p>Jotting notes</p> <p>During group time Delia explained to the group that she likes making healthy ice cream.</p>	<p>Delia is showing an interest in healthy foods and cooking.</p>
<p>Anecdotal</p> <p>Delia was in the home corner. She used chopsticks competently to pick up the small plastic food samples. She looked in the home corner cupboards, asking me where the sushi kit was.</p>	<p>Delia shows interest in cooking and is very capable using chopsticks. She is aware of Japanese foods and cooking methods.</p>

Summative assessment - a summary of the formative information

Delia demonstrates the following EYLF outcomes:

- Outcome 2: Children are connected with and contribute to their world – Delia shows knowledge of a culture other than her own (Japanese).
- Outcome 3: Children have a strong sense of wellbeing – Delia is aware of healthy foods. She is interested in cooking.
- Outcome 4: Children are confident and involved learners – Delia is aware of technology, using the sushi kit. She confidently came up with creative ideas for the sand play.

Portfolios

The aim of a portfolio is to gather a variety of records that demonstrate the child's learning and development for others to view, comment on and add to.

To allow others to read, understand and collaborate, assessments should be developed and presented in ways that are easy to access and clearly set out. Learning stories allow others to contribute their perspectives; however, portfolios are options that gather all information together in a way that showcases the child's progress and successes.

A portfolio is a collection of information about a child that is developed in partnership with the child, their family and others to form a holistic view of their learning and development. It may be presented in a range of ways, such as:

- in a folder
- in a display book
- in a box
- in an envelope
- in an art folio
- in a computer file
- on a website
- in an app.

An effective portfolio is an ongoing project.

A portfolio should:

- reflect the holistic child
- allow the child to self-direct by choosing what to add or change
- reflect on the past
- outline the child's learning and development
- contain samples to illustrate learning and development
- reflect and show progress through learning and development rather than focusing on single points in time
- include a range of recording methods
- include the perspectives of children, peers, families and other professionals, if applicable.

You can find a range of methods for presenting summative assessment at: aspirelr.link/acn-summative-assessments.

Confidential assessment

Despite the opportunity to share information with others, principles of confidentiality and privacy remain. Records that include personal information or details that show a child's needs or challenges must be maintained in ways that are respectful.

If portfolios or other shared presentations are used, they must only be accessible to those with authorisation unless families have given permission for open availability. Authorisation is simple if the information is collected digitally.



Practice Task 5

1. Draw a line to match the beginning of each sentence about assessments to the correct ending.

- * Summative assessment
- * Formative assessment
- * Assessment records
- * Assessment collections such as a portfolio
- * An analysis of recognisable learning or development you have observed.
- * When you look at a range of formative assessments to gain a comprehensive view of the child's learning and development. They should be completed at regular intervals to develop a complete understanding of the child.
- * Families will be encouraged to collaborate if information about their child is presented in a way that is easy to access and understand.
- * These must be kept confidential and private.

3B Analysing records

By questioning the content of your observation records, you are analysing or identifying what is important.

Think about:

- the learning you noticed
- any development or developmental domains that were highlighted
- what was important when you noticed it
- what was important from the perspective of other people.

By doing this you are documenting your perspective.



Critically reflect on your observation records to develop your perspective.

Developing a perspective

The aim of analysis is to develop a perspective that leads you to planning.

These perspectives will be linked to evidence. Aspects about a child's learning and development include:

- Overall development: What the child is able to do, what they are learning and what they have yet to learn (e.g. usually involve milestones).
- Knowledge: What the child knows about; this may include facts or details.
- Ideas: Things the child suggests, invents or wants to do.
- Strengths: Something the child is good at, such as a skill.
- Interests: Things the child likes or enjoys and wants to know more about or extend on.
- Social interactions: Communication and interaction with others.
- Reactions to play environments: How they interact within the space, including their behaviour.

To back up your thoughts and link them in ways that can be useful, supportive, shared and evidenced, educators link their perspectives to learning outcomes, developmental domains and stages, and theories.

Learning framework outcomes

Educators across Australia commonly use the EYLF learning outcomes and sub-outcomes to connect what they notice about a child's learning and development in consistent and holistic ways.

By linking to the outcomes you are showing an understanding of what you have documented and how this fits with the holistic view of the child. This makes the observation record and the analysis meaningful and purposeful. It reflects contemporary practice and applies language that is common within the education and care industry.

The following are the learning outcomes and sub-outcomes you will need to consider.

Outcome 1: Children have a strong sense of identity

- Children feel safe, secure and supported
- Children develop their emerging autonomy, inter-dependence, resilience and agency
- Children develop knowledgeable, confident self-identities and a positive sense of self-worth
- Children learn to interact in relation to others with care, empathy and respect

Outcome 2: Children are connected with and contribute to their world

- Children develop a sense of connectedness to groups and communities and an understanding of the reciprocal rights and responsibilities as active and informed citizens
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

Outcome 3: Children have a strong sense of wellbeing

- Children become strong in their social, emotional and mental wellbeing
- Children become strong in their physical learning and wellbeing
- Children are aware of and develop strategies to support their own mental and physical health and personal safety

Outcome 4: Children are confident and involved learners

- Children develop a growth mindset and learning dispositions, such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of learning and thinking skills and processes, such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, place, technologies, and natural and processed materials

Outcome 5: Children are effective communicators

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work
- Children use digital technologies and media to access information, investigate ideas and represent their thinking

Linking observations to outcomes

When questioning an observation record for analysis, you will notice information that stands out to you and demonstrates a particular area of interest.

This information is the point that you will focus on.

Steps to linking observations to learning outcomes include the following:

1. Observe and record what you see.
2. Analyse the information by asking yourself, 'What does this tell me about the child's learning and development?'
3. Choose a learning outcome and sub-outcome. Do this by:
 - ▶ looking through the five learning outcomes of the approved learning framework and choosing the one that most closely connects to what you have observed, recorded and analysed
 - ▶ looking at the sub-outcomes of the learning outcome you have chosen and selecting the one that most closely connects with what you have observed, recorded and analysed.

To gather more information on each learning outcome and sub-outcome, you can read the EYLF. Under each sub-outcome there is a list headed, 'This is evident, for example, when children:'

You can research information about the approved learning frameworks at: [aspiirelr.link/eylf](https://www.aspiirelr.link/eylf).

The following is a sample of information taken from the EYLF showing what educators might notice when children are showing learning and development within a sub-outcome.

Outcome 4: Children are confident and involved learners

Sub-outcome: Children transfer and adapt what they have learned from one context to another

This is evident when children, for example:

- ▶ practice and imagine relationships and experiences in their daily lives through pretend or symbolic play
- ▶ engage with others to co-construct learning
- ▶ develop an ability to mirror, repeat and practice the actions of others, either immediately or later
- ▶ make connections between experiences, concepts and processes
- ▶ use the processes of play, reflection and investigation to solve problems
- ▶ apply generalisations from one situation to another
- ▶ try out strategies that were effective to solve problems in one situation in a new context
- ▶ transfer knowledge from one setting to another
- ▶ use strategies to reflect on and assess their learning and thinking.

Linking to the EYLF clarifies learning and development, and allows you to see how the child is progressing.

Example**Linking observations to outcomes**

Here is an example of how an educator, Marsha, links her observation of Lim, to an outcome and a sub-outcome.

1. Observing: listening, collecting information and documenting	When Lim comes to the sink to wash his hands, he tells Marsha, 'I want to do it myself.' He usually asks for help. Lim washes and dries his hands.
2. Assessing: analysing and interpreting the learning	This is the first time Lim has washed his hands without an educator helping. The educator knows that Lim has learnt a new skill.
3. Choosing a learning outcome and sub-outcome	Marsha thinks the learning outcome that links to this learning is Outcome 3: Children have a strong sense of wellbeing. Marsha thinks the best sub-outcome is: Children are aware of and develop strategies to support their own mental and physical health and personal safety.

Marsha checks the list of dot points under the sub-outcome. This shows she had chosen correctly. She reads:

'This is evident when children, for example:

- show increasing independence and competence in personal hygiene.'

Sometimes it is challenging for Marsha to choose the right outcome. When this happens, Marsha finds it easier to choose the sub-outcome first.

Development and theory

While many educators link their perspective to a learning outcome, you may choose to add a developmental domain or theory.

Usually, if an educator chooses to extend their analysis in this way, they are showing that a way of thinking is important to them. This also gives a particular direction to the curriculum.

Developmental domains include:

- physical development – gross and fine motor skills
- social development
- emotional development
- cognitive development
- communication and language development.

While the actual domain is something that can be identified easily, it is stages or milestones of development that influence what you need to know and what you should do with that information. Understanding milestones and developmental stages allows you to determine what is meaningful.

Theories

The EYLF and NQS are based on a belief that play and leisure are how children learn and make sense of themselves and their world.

This belief is developed based on the theories and practices of education and care.

Some theories and practices that are important to the EYLF and NQS frameworks are outlined in the following table.

Theorist	Key ideas
Malaguzzi (Reggio Emilia approach)	<ul style="list-style-type: none"> ➤ Children learn through play. ➤ Play is essential to a child's wellbeing. ➤ Play allows children and educators to learn.
Maslow	<ul style="list-style-type: none"> ➤ There is a hierarchy of needs. One level must be met prior to the other being possible: <ul style="list-style-type: none"> – Level 1: Sleep, food, body functions, etc. – Level 2: Safety, security and consistency – Level 3: Love and belonging – Level 4: Self-esteem, respect and affection – Level 5: Self-actualisation – being all you can be
Montessori	<ul style="list-style-type: none"> ➤ Play is the child's work. ➤ Play is linked with sensory activity, and cognitive, social and emotional experiences. ➤ Play provides optimum brain development.
Parten	<ul style="list-style-type: none"> ➤ Play has the following stages: <ul style="list-style-type: none"> – solitary play – parallel play – associative play – cooperative play – play with rules – unoccupied play – onlooker play.
Piaget	<ul style="list-style-type: none"> ➤ Children are active learners. ➤ There are three stages of play (sensorimotor, symbolic and reproductive). ➤ At each developmental stage and age, children will learn and use materials differently. ➤ Children need to repeat activities to practise skills and learn different things. ➤ Learning should be built around children's interests.
Steiner	<ul style="list-style-type: none"> ➤ Children need play to develop. ➤ Children need to use their imagination. ➤ Educators use natural materials where possible to enhance natural play and develop a sense of beauty and care.
Vygotsky	<ul style="list-style-type: none"> ➤ Play stimulates thinking. ➤ Through play, children take on different roles and try out different ways to communicate. ➤ Play allows children to develop language and reasoning skills.

Examples

Linking to evidence perspectives

The following are examples showing how evidence might be linked to different perspectives.

Link	Perspective
Observation record	Lim attempts to wash his hands independently. This is the first time Lim has attempted this task.
Aspect	<input type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Interests <input type="checkbox"/> Ideas <input type="checkbox"/> Social interactions <input type="checkbox"/> Strengths <input type="checkbox"/> Reactions to play environments
Outcome 3	Children have a strong sense of wellbeing
Sub-outcome	Children are aware of and develop strategies to support their own mental and physical health and personal safety.
Developmental domain	Physical, social and emotional development
Theory	Vygotsky – emerging skills

Link	Perspective
Observation record	An infant is cuddling up to an educator. The educator is talking quietly to the infant and the infant is smiling up at the educator.
Aspect	<input type="checkbox"/> Knowledge <input type="checkbox"/> Interests <input type="checkbox"/> Ideas <input checked="" type="checkbox"/> Social interactions <input type="checkbox"/> Strengths <input type="checkbox"/> Reactions to play environments
Outcome 1	Children have a strong sense of identity
Sub-outcome	Children feel safe, secure and supported
Overall goal	Belonging and being
Developmental domain	Social and emotional development
Theory	Maslow's hierarchy of needs

Link	Perspective						
Observation record	<p>Kim is speaking to a group about her birthday party. She explains the climbing park she went to, including equipment such as anchors and carabiners. She suggests that she could bring some equipment in so everyone could see.</p> <p>During the discussion, Kim stopped a few times, but managed to tell the group all the information she wanted to express. Kim has only ever spoken to one or two children previously.</p>						
Aspect	<table border="0"> <tr> <td><input checked="" type="checkbox"/> Knowledge</td> <td><input checked="" type="checkbox"/> Interests</td> </tr> <tr> <td><input checked="" type="checkbox"/> Ideas</td> <td><input checked="" type="checkbox"/> Social interactions</td> </tr> <tr> <td><input checked="" type="checkbox"/> Strengths</td> <td><input type="checkbox"/> Reactions to play environments</td> </tr> </table>	<input checked="" type="checkbox"/> Knowledge	<input checked="" type="checkbox"/> Interests	<input checked="" type="checkbox"/> Ideas	<input checked="" type="checkbox"/> Social interactions	<input checked="" type="checkbox"/> Strengths	<input type="checkbox"/> Reactions to play environments
<input checked="" type="checkbox"/> Knowledge	<input checked="" type="checkbox"/> Interests						
<input checked="" type="checkbox"/> Ideas	<input checked="" type="checkbox"/> Social interactions						
<input checked="" type="checkbox"/> Strengths	<input type="checkbox"/> Reactions to play environments						
Outcome 5	Children are effective communicators						
Sub-outcome	Children interact verbally and non-verbally with others for a range of purposes						
Developmental domain	Social and communication development						
Theory	Piaget – learning through practice						

Evaluating learning

Collectively, the results of your analysis, including learning outcomes and any developmental domains and theory, all create a summative assessment.

This might occur in a way that is comprehensive and complete or is more focused and precise.

Example

Summative assessment

Casey has been observed by her educators. They analysed some formative information and gathered information from Casey's family. This has all helped them develop a summative assessment that represents their holistic perspective of Casey.

The summative assessment is expressed in a table and lists the strengths, interests, social interactions and learning achievements against each of the learning framework outcomes.

Areas of focus	Name: Casey Age: 4.5 years
Outcome 1: Children have a strong sense of identity	
Strengths	Takes considered risks and deals with outcomes.
Interests	Uses dramatic play to explore different roles that connect with home experiences (mum, dad, grandma, sister, doctor, hairdresser, etc.).
Social interaction	Demonstrates attachment to a particular educator.
Learning	Persists with challenging activities, but occasionally becomes frustrated and displays anger.
Outcome 2: Children are connected with and contribute to their world	
Strengths	Speaks in front of a large group confidently.
Interests	Participates in group play, attempts to be included in all group activities.
Social interaction	Spoke to educator about different skin colours of children at the service.
Learning	Uses the words 'that's not fair' when playing games and she does not come first.
Outcome 3: Children have a strong sense of wellbeing	
Strengths	Is aware of bodily needs and communicates these clearly.
Interests	Asks to take on responsibilities at mealtimes and talks to other children about nutritious foods.
Social interactions	Tells educators that her baby sister needs a bottle.
Learning	Enjoys movement activities and attempts new movements that are introduced.

Outcome 4: Children are confident and involved learners

Strengths	Capable of completing an audio search on an iPad.
Interests	Spends time daily at the science activities.
Social interactions	Asks for educator support when persisting with a task.
Learning	Asks many 'why' questions.

Outcome 5: Children are effective communicators

Strengths	Reads first and last name and some words that are meaningful to her, such as 'stop', 'exit' and 'zoo'.
Interests	Interested in numbers and letters.
Social interactions	Listens to peers when they are talking.
Learning	Attempts to recognise numbers up to 20.

Additional support needs

The information you gather during regular observation, recording and monitoring helps you to develop a profile of each child.

This in turn helps you to identify when children need additional support to achieve a learning outcome or to reach a developmental milestone. This supports your development of an individual program and allows you to plan specifically for the child.

The profile you develop of a child is not static; it must be reviewed regularly so you have the most up-to-date information.

A child's profile may comprise:

- personal characteristics, such as age, gender, cultural and linguistic background, and family income, needs and circumstances
- the child's health and whether they have a disability, challenge or barrier to learning
- their abilities and needs, such as their ability to socialise, communicate and use language, their skills, and any behavioural or psychological needs.

Before establishing that a child needs additional support, observe them in a variety of situations over time and seek information from a range of people as part of your monitoring process. Using only one assessment as evidence of a child's need for additional support is inappropriate and unfair to the child.

The information you gather allows you to:

- identify and clarify concerns
- identify whether this development or behaviour is appropriate
- gain a greater understanding of the child
- gather and share information from different perspectives
- establish whether there are connected situations
- view the situation from the perspective of other children
- identify whether additional support is needed
- ascertain how the additional support is best provided.

Additional support may mean a child needs to:

- practise a skill
- be given greater opportunities
- be supported to reduce or remove barriers to learning.

Additional support may involve an assessment by an inclusion professional, who can identify more specific needs and refer you and the family to appropriate services. They can also provide advice, resources and funds to eligible families. You can access information about Inclusion Agencies at: aspirelr.link/inclusion-support-programme.

Always share a child's progress with family members. Ask for their ideas and experiences for supporting the child at home and suggest ways they can provide support to help their child.

Practice Task 6

1. Draw a line to match each term about understanding children to its explanation.

- | | |
|-------------------------------------|---|
| * Development | * Developing an understanding of the child's stages and whether they need additional support or are progressing towards milestones. |
| * Social interactions | * What the child knows, such as details or facts. |
| * Ideas | * Things that a child suggests, invents or wants to do. |
| * Reactions to the play environment | * Something a child is good at, such as a skill. Things that a child likes or enjoys and wants to know more about. |
| * Strengths and interests | * Communication and interactions with others. |
| * Knowledge | * How they interact within the space, and their behaviours within different areas |

2. Draw a line to match the information that is identified through analysis to the example of how this helps to identify current and future opportunities for learning and development.

- * Learning framework
- * Aspects of the child
- * Theory
- * Developmental domains
- * Outcome 3: Children have a strong sense of wellbeing
- * Physical, social, emotional, cognitive and communication milestones, and areas needing additional support.
- * Play stages
- * Strengths, weaknesses, interests

Summary

- By looking at and questioning observation records, you will develop a perspective and identify what is important. Your documentation of this perspective might occur through formative assessment.
- Summative assessment occurs when you look back at a range of formative assessments to gain a comprehensive view of the child, and their learning and development.
- To allow others to read, understand and collaborate, assessments should be developed and presented in ways that are easy to access and clearly set out.
- Despite the opportunity to share information with others, principles of confidentiality and privacy remain.
- The aim of analysis is to develop a perspective that leads you to planning.
- Educators across Australia commonly use the EYLF/MTOP learning outcomes and sub-outcomes to connect what they notice about a child's learning and development in consistent and holistic ways.
- While many educators link their perspective to a learning outcome, you may choose to add a developmental domain or theory.
- Collectively, the results of your analysis, including learning outcomes and any developmental domains and theory, create a summative assessment.
- The information you gather during regular observation, recording and monitoring supports your development of an individual program and allows you to plan specifically for the child.

Learning Checkpoint 3

Interpreting information

Read the case study, then answer the questions that follow.

Case study

Alena is an educator who has observed children at play. She documents the following observation.



Milly and Vernice were playing with the dress ups. They tried on the coloured costumes and talked about how they might make a circus show. They decided they would need a tent and a stage. After some discussion about how they could do this, they came to ask me for ideas.

After her observation, Alena emails the following to all families.

The children are planning a circus show. If you have materials, clothing or other useful items that you could donate, please let us know.

If you have some skills that you could share with the children as part of our circus show, we would welcome your participation. If you have trouble coming in during the day, we are happy to video you or access a video on social media.

Thank you,

Alena and the children.

1. Which of the following perspectives might Alena gain from her observation of the children? Select all that apply.

- Knowledge
- Ideas
- Strengths
- Interests
- Social interaction
- Reactions to the play environment

2. Which EYLF learning outcome and sub-outcome should Alena link most closely to this record of observation?

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3. Which of the following would be most useful developmental domains and theories for Alena to link to? Select all that apply.

- Physical
- Social – Parten’s play stages
- Emotional – Maslow’s hierarchy of needs
- Cognitive - problem solving
- Communication

4. Which of the following statements are correct about Alena’s analysis? Select yes or no for each one.

- a. Alena’s exchange and sharing of information through her email to families would be appropriate according to service confidentiality expectations. * Yes * No
- b. Alena has shared personal information in a summative assessment. This information requires permission. * Yes * No
- c. If Alena found some children were afraid of clowns, she would provide for these additional needs by supporting them to overcome their fear and removing clowns from the experience. * Yes * No
- d. Alena may find children have additional needs during the experience, such as having difficulty dressing in costumes, sharing materials, solving problems or making decisions. She should work to support these additional needs. * Yes * No



Topic 4

In this topic you will learn about:

- 4A Planning the curriculum
- 4B Implementing the curriculum
- 4C Evaluating the curriculum

Applying your knowledge

Your depth of skills and knowledge will increase as you gain more experience.

The information you gather and the actions you take to plan for children are influenced by your beliefs and practice, and your understanding of the way children learn and develop.

Consider the stages and domains of child development (physical, social, emotional, cognitive and communication) as you:

- gather information
- question its meaning and relevance
- plan and implement experiences
- reflect to understand and learn from your experience.

4A Planning the curriculum

The EYLF principles influence how you plan a curriculum.

The principles will support you to plan with direction and consideration for each child and family. Use the following as a guide.

Principles	How you can demonstrate this in your actions
Secure, respectful and reciprocal relationships	Plan to provide safe and predictable learning experiences that show that you welcome the child and family, and include them in your plans by linking their interests, needs, strengths, ideas and knowledge.
Partnerships	Plan using information you collect and share with families, children and other educators. This is your knowledge of the child. Include ideas and skills of families and children, and take their needs into account.
Respect for diversity	Plan to include experiences that involve families, children, educators, the community and the world. Support children to understand that we are all different yet have similarities. Show children how to accept others and to learn about them in respectful ways.
Aboriginal and Torres Strait Islander perspectives	Plan to support all children to understand the importance of Country and link this understanding to First Nations' knowledge systems, history, language and culture.
Equity, inclusion and high expectations and equity	Plan to provide children with opportunities that are challenging and interesting, while still giving them a variety of options. Treat them fairly and allow them to explore and try things for themselves. Support them and encourage their attempts. Consider their stage of development.
Sustainability	Plan to reduce the materials you use, to recycle and plan to conserve resources. Support social sustainability by creating workable environments that are enjoyable, equitable and safe for children and adults alike.
Critical reflection and ongoing professional learning	Plan to regularly think about how you are doing and what skills you could develop. Make changes when needed and set goals for yourself to increase your knowledge as well as developing further understanding of each child and their family.
Collaborative leadership and teamwork	Work as a team to support each other to plan and develop meaningful and inspiring curriculum. Collaborate with others to develop an understanding of expectations and to create opportunities for all team members to contribute ideas and perspectives.

Using perspectives

During analysis, you confirm perspectives about aspects of the child's learning and development.

These underlie your planning. By using this information, you can build on the child’s current development and provide experiences that facilitate positive growth through topics and experiences they enjoy.

This can be useful in many ways, as shown in the following table.

Aspect	What this means	Ways you may use this
Knowledge, strengths and interests	The child may want to share these or develop in these areas.	<ul style="list-style-type: none"> ➤ Extend the child. ➤ Support the child to use skills. ➤ Apply the topics to teach new or difficult skills.
Ideas	The child may want to see certain things happen.	<ul style="list-style-type: none"> ➤ Provide opportunities. ➤ Support discovery. ➤ Develop possibilities and show the child they are capable. ➤ Extend children’s skills, knowledge and relationships. ➤ Help children learn to plan, negotiate, problem-solve and make decisions.
Social interactions	The child may want to develop a relationship, has demonstrated a relationship or is challenged by a relationship.	<ul style="list-style-type: none"> ➤ Provide opportunities for social interaction and building relationships. ➤ Develop skills that are a challenge – use a knowledge, strength or interest. ➤ Extend the social experience.
Reactions to play environments	The child may feel comfortable or uncomfortable in a space, prefer one space over another or demonstrate different behaviours based on the environment provided.	<ul style="list-style-type: none"> ➤ Listen to the message received and provide an environment that is of benefit to the child. ➤ Provide choices in the environment.

Planning future experiences

Plan to support children so they remain positive and encouraged, while you scaffold their learning and demonstrate respect.

Below is a table showing the process of planning future experiences using your analysis. On the left is the process, on the right is an example of the process in practice.

Process	Example
1. Observational record/ knowledge of the child	Mia brought in a photo of her family. The children talked about their families.
2. Develop a perspective and link to an EYLF learning outcome	This is a social interaction/interest and links to sub-outcome: Children respond to diversity with respect.
3. Future planning	Create a family tree for children to add their family photos.

When planning, consider individuals, groups, routines, experiences, inside and outside learning, and family needs and expectations. Think about interactions and communication.

Using sub-outcomes to guide planning

The learning framework sub-outcome you link to your observation records helps to guide your planning.

Use this sub-outcome and your perspective of the child to identify future opportunities for learning, then put these into practice.

To gather more information on how an educator might plan what to do next, you can read the EYLF. Under each sub-outcome there is a list headed 'Educators promote this learning for all children when they, for example:'

You can find information about the approved learning frameworks at: aspirelr.link/eyl.

The following is an example of information taken from the EYLF showing how educators promote learning within a sub-outcome.

Outcome 2: Children are connected with and contribute to their world

Sub-outcome: Children respond to diversity with respect

Educators promote this learning for all children when they, for example:

- reflect on their own responses to diversity
- plan experiences and provide resources that broaden children's perspectives and encourage appreciation of diversity, including disability, family diversity, cultural and linguistic diversity
- expose children to different languages and dialects and encourage appreciation of linguistic diversity
- encourage children to listen to others and to respect diverse perspectives
- demonstrate positive responses to diversity in their own behaviour and in conversations with children
- engage in interactions with children that promote respect for diversity and value distinctiveness
- ensure representations of diversity authentically reflect local community experience, e.g. displays and resources
- explore the culture, language, heritage, backgrounds and traditions of each child within the context of their family and community
- explore with children their ideas about diversity
- ensure that Aboriginal and Torres Strait Islander resources are genuine and appropriate
- provide experiences connecting children with the community and environment beyond the early childhood setting with appropriate adjustments to ensure the participation by all children with additional needs/disability
- use creative forms of expression to explore diversity and emotions
- use digital technologies to find answers to questions and document discoveries.

Example**Planning for developing skills**

Maria, an educator, observes Witney (four years) using thick coloured textas. Witney writes numbers roughly but legibly on the paper. Witney shows Maria the paper. She points to the number '4' and says it is how old she is.

Maria analyses this to gain a perspective that Witney has:

- knowledge of numbers
- strengths in writing and recognising numbers
- an interest in writing.

Maria links this to emerging skills (Vygotsky's theory) and to sub-outcome: Children engage with a range of texts and gain meaning from these texts (Outcome 5).

Maria plans an activity that allows Witney to extend her knowledge, strengths and interests while allowing for her open-ended use of materials.



Opportunities for play

In play, children learn how to think, share, cooperate and negotiate.

When you show respect for children's ideas for play, you are providing an environment that allows healthy learning and development (EYLF Practice, Play-based learning and intentionality).

Much of the learning that occurs through play will happen spontaneously, so will not be planned. Spontaneous learning is valuable on its own, but can be coupled with intentional teaching to extend its value. Your goal is to provide environments that allow children to learn spontaneously through play. Valuable play experiences enhance children's confidence.

As an educator, you need to understand the importance of play and apply this understanding to the activities and experiences you plan. You will show this by providing environments that:

- reflect individual children's play preferences and interests
- provide inspiration and challenges
- have spaces that allow children to play alone and with preferred peers
- view different perspectives as building blocks for learning.

When you provide a range of areas, resources and materials for different types of play at different ages, you will achieve specific outcomes; for example, to encourage experimentation, nurture creativity or develop skills such as ball handling, balancing and coordination.

Safe, stimulating environments

The NQS provides services with guidelines for creating responsive learning environments.

Quality area 3 in particular focuses on the physical environment. It stipulates that the environment must be safe, suitable, and provide a rich and diverse range of experiences that promote children's learning and development.

Learning environments play a large part in helping children achieve planned outcomes. A responsive environment adapts to reflect children's interests and abilities, stimulates their imagination and encourages participation. Responsive environments allow educators and children to learn together in a comfortable and safe place.

The following table describes the combination of experiences, people and spaces that an effective learning environment should provide. Keep these in mind as you plan for children's learning and development.

Experiences/ opportunities	Description	Example
A range of stimulating experiences	When children experience things for themselves, they can explore the activity, experiment and gain knowledge.	Jackson is learning that watching others is interesting and that he can copy what they do. The educator provides a range of experiences that allow parallel play, such as play dough, collage, block building and dramatic play areas.
Opportunities for spontaneous and organised play	<p>Play should be voluntary, pleasurable, symbolic, active, process-oriented and intrinsically motivated.</p> <p>Play is seen as a fundamental right of all children.</p> <p>Play is associated with social development, but also provides a way for children to have new experiences and build skills.</p> <p>Children learn best through an integrated approach combining physical, emotional, cognitive, communication and social growth.</p>	<p>Leora has used her creativity to imagine what her painting would look like, and used a paintbrush and her fingers to paint.</p> <p>She used physical skills to hold the paintbrush. She then used her social skills to tell a friend about her painting. Her emotional and communication skills were demonstrated when she explained how she felt proud of her painting.</p>
A range of teaching and learning strategies	<p>Educators may be actively involved in interacting with individuals and small groups of children, at times entering into their play, intentionally teaching, observing children at play, preparing the learning environment and collecting resources.</p> <p>Educators also reflect on their observations and their own learning, reviewing programs, and preparing learning activities and resources.</p>	<p>Helen provides an art experience for the children. She observes them interacting with the materials. She notices how some children are capable with the art tools and others show emerging skills. She records what she notices as part of her evaluation.</p> <p>Helen learns that she has the skills to develop meaningful experiences that meet a range of children's needs.</p>

Experiences/ opportunities	Description	Example
Diversity of people	<p>Interactions and socialisation are key factors in children's learning and development.</p> <p>Along with educators, children may meet other staff, such as cooks and cleaners.</p> <p>While some interactions could be planned for and organised, many will be spontaneous events. It is beneficial to introduce people from the community, such as police officers, postal workers, grandparents or an Aboriginal Elder.</p>	<p>Melody organises for the local firefighters to come to the service with their truck. The community has been preparing for the bushfire season. This visit allows the children to ask questions and for the firefighters to share information about how the children can be safe if there is a fire in the area.</p>
Significance to children	<p>Children need to feel important and that what they do is valuable and meaningful to others.</p> <p>Children should be given roles such as setting tables for lunch or setting up experiences.</p>	<p>Grace develops a simple roster that allows each child to take responsibility for a task. She checks that the tasks link with a child's interest. For example, Aiden has pets at home and loves to talk about them, so he agrees to feed the fish. This responsibility helps to build his confidence.</p>
Places to call their own	<p>This relates to the EYLF goal of belonging.</p> <p>Children need to be close to people they know, have familiar and comfortable objects, and be in a setting that has a personal history for them. These factors will make the environment responsive.</p>	<p>Georgia organises for each child to have a named locker for their belongings. This is somewhere they can put personal items from home and know they are safe. She encourages the children to create a name tag to put on their locker.</p>

Sharing the plan

You can show others how you provide for children's learning and development by displaying your perspectives, evidence and plans.

Regulation 75 of the Education and Care Services National Regulations states that all registered services must display this information about the educational program.

Whichever format you choose, your plans should:

- reflect the EYLF outcomes
- display planned experiences
- be a living document that you can add to as children spontaneously interact with the environment, learn through unplanned experiences and interact with evolving planned experiences
- be understood by families, educators and others important to the child
- use inclusive language.

You may provide these for:

- individual access; for example, within a portfolio, through an app or in a child's file
- communal access; for example, in a display or presentation.

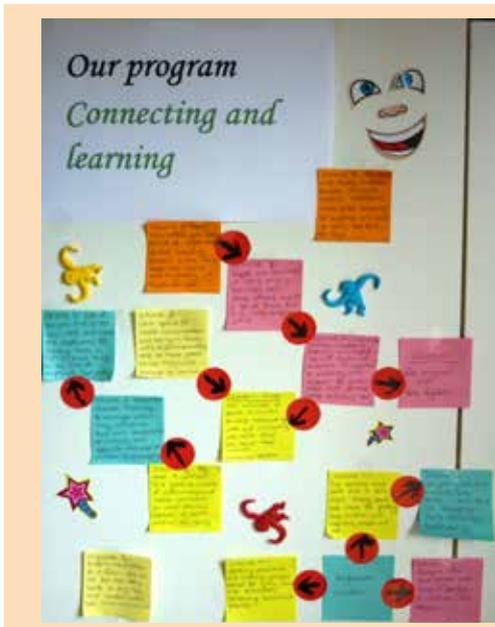
You should allow for others to contribute, including children, families and other educators. This can occur in a variety of ways depending on the display and recording process you use.

There are a number of sources you can access to learn more about recording your plans. Develop a format that is meaningful to you and your service. Search for 'EYLF templates' online to explore a range of ideas. Some specific sources for planning resources are detailed in the following table.

Source	What they can provide	Link
Gowrie South Australia	<ul style="list-style-type: none"> ➤ Early childhood program examples ➤ Ideas and inspirations 	aspirelr.link/gowrie-sa
Queensland Curriculum & Assessment Authority	<ul style="list-style-type: none"> ➤ Samples and templates 	aspirelr.link/qcaa-samples-and-templates
Twinkl	<ul style="list-style-type: none"> ➤ EYLF Planning templates 	aspirelr.link/twinkl-eylf-resources

Confidentiality applies, so gain permission from families about the types of details you provide. In some cases you may be able to document all details on a plan, or you may need to create a variety of strategies for maintaining privacy.

The following are examples of planning displays.



This is a pictorial representation of a plan. Others are able to add their perspectives and suggestions. The plan is presented in a similar way to a web, where it grows as the curriculum changes. This encourages a continuum where learning and development is linked.



This is a table or grid format. The educators have identified the areas of the curriculum they feel are important to include. They encourage families and children to add to the evaluation, provide new ideas and make suggestions for future plans.

Practice Task 7

1. Number each step from 1 to 4 in the order you would follow to use analysed information to inform planning.

- Access documented information that has been analysed.
- Use perspectives, including information about stages of development, to plan to extend on current experiences or create future experiences.
- Share information about plans with others, including families, making sure that personal details are kept confidential.
- Check summative assessments for details that form a link to planning, and ask for information from others, including ideas from children and families.

4B Implementing the curriculum

The EYLF practices influence how you implement a curriculum.

The practices will support you to act in a way that meets best practice and still allows you to express your personal pedagogy. Use the following as a guide.

Practices	How you can demonstrate this in your actions
Holistic, integrated and interconnected approaches	Consider all areas or aspects of the child. Think about the perspectives and outcomes of the EYLF that you are aiming to implement.
Responsiveness to children	Listen to children and take their ideas and thoughts into consideration. Ask them questions and get them involved. Encourage them to set up, make decisions and problem-solve.
Play-based learning and intentionality	<p>Include play and leisure as a focus. Create valuable yet realistic group activities and limit long periods of time where children's play lacks choices or opportunities to learn, or where children are confined.</p> <p>Include time for modelling and demonstrating appropriate behaviour. Use open questioning, speculation, explanation, engagement in shared thinking and problem-solving to extend children's thinking and learning.</p> <p>While intentional teaching is important, this does not mean it must be provided as part of an organised group activity. Intentional teaching might be planned for particular activities, or might occur spontaneously during play or routines.</p>
Learning environments	<p>Enrich the environment to make it a place where children grow and learn in an exciting yet nurturing place.</p> <p>Create interest and wonder at the child's level of understanding.</p> <p>Use different methods to expand on learning, using materials and equipment that children are familiar with, as well as introducing new ideas.</p>
Cultural responsiveness	<p>Include ideas that support children and adults to respect others, and to learn about them and their needs and ideas.</p> <p>Expand learning to include the world as well as the current environment.</p>

Practices	How you can demonstrate this in your actions
Continuity of learning and transitions	<p>Make routines, change and learning opportunities as consistent as possible.</p> <p>Take into account the emotional needs of children and work from this to enable them to become confident and capable.</p> <p>Allow children to 'be'. Avoid always preparing them for the next stage in their lives. Scaffold their learning when they show they want this challenge, rather than deciding they should know or demonstrate a skill.</p>
Assessment and evaluation for learning, development and wellbeing	<p>Base teaching on the things you see and know are consistent. Gather information over time and take this into consideration to provide environments that meet each child's needs.</p> <p>Evaluate what you have seen and heard. Use this to create an informed and responsive curriculum.</p>

Putting plans into action

Acting on your ideas involves putting your plans into action based on your knowledge of the child.

To do this effectively you will use what you have planned based on your perspective of the child, the child's stage of development, and their progress towards the EYLF learning outcomes.

Putting your plan into action

- Put into place what you have planned, including your materials, resources, displays and opportunities.
- Interact as you planned and in response to how the plans evolve by engaging and guiding children, creating interest, care and respect.
- Scaffold learning by supporting children to become independent and capable, while developing their self-esteem.
- Care for children so they feel confident trying, feel supported and develop a positive self-image.
- Be flexible, changing your experiences and interactions to suit the child or children.
- Add challenges or materials to extend learning and engage the children using their direction, interests and ideas.
- Accept mistakes as opportunities to learn and as part of problem-solving through trial and error.
- Use communication to initiate play or an experience, encourage a child, help them feel comfortable and safe, and introduce new language, skills or knowledge.

Involving children

Where possible, involve the children in altering and setting up the environment.

By including children in setting up activities and experiences, you provide opportunities for discussion and can observe their interactions. This further expands your knowledge of the child while helping them to feel ownership and control over the environment. When children are involved in planning and setting up, they will give their opinions and ideas on what is happening. They might:

- help you to identify extensions
- give their thoughts on how you could achieve a goal more effectively
- expand or change the idea to be more effective or suited to their interests and needs.

The depth of this sharing will depend on the age of the child as well as their experience of being involved. The more opportunities they are offered, the more they will develop their skills and knowledge.

When setting up to implement plans, consider the suggestions provided in the following table.

Age group	Appropriate activities	Interactions
Infant	<ul style="list-style-type: none"> ➤ Setting up or packing away while they watch ➤ Getting them to help you pack up by putting items in a tub or on a shelf 	<ul style="list-style-type: none"> ➤ Tell them about the materials you are using and what you are doing. ➤ Talk about the materials and give them the opportunity to touch, feel and watch. ➤ These activities can be excellent opportunities for one-on-one interaction.
Toddler	<ul style="list-style-type: none"> ➤ Working together on simple tasks ➤ Giving and following directions ➤ Pushing in chairs ➤ Placing items on a shelf or table ➤ Filling a box or tub ➤ Sweeping the floors ➤ Setting up or packing away materials 	<ul style="list-style-type: none"> ➤ Talk about what you are doing and discuss the materials you are using. ➤ These times can be excellent opportunities for one-on-one and small group interaction.

Age group	Appropriate activities	Interactions
Preschool and school age	<ul style="list-style-type: none"> ➤ Planning activities ➤ Choosing materials and settings ➤ Setting up areas ➤ Placing items (aesthetically and practically) ➤ Packing away materials ➤ Making changes or modifications ➤ Providing information and ideas ➤ Problem-solving how things may need to be set up or how activities can be altered 	<ul style="list-style-type: none"> ➤ Ask questions that can be extended into activity ideas. ➤ Form a small group and discuss or negotiate the things they would like to do. ➤ Encourage them to listen to the ideas of others. ➤ These times can be excellent opportunities for one-on-one, small and large group interactions. ➤ Team or large group activities are appropriate for this age group.

Remember to take your time and make changes and adaptations as part of the day rather than something you do in a rush, during your planning time or while the children are out of the room.

Intentional teaching

Intentional teaching is deliberate and purposeful.

It may occur in a planned situation or be an extension of spontaneous learning. Intentional teaching involves analysing the evidence you have gathered and choosing a method that provides the best support for the child to reach the identified goal or understand a concept.

Intentional teaching usually includes an action that moves the child from one understanding to another. It may include scaffolding experiences (activities that help a child to develop an emerging skill) or may relate to a topic of interest to the child.

Intentional teaching can be useful for:

- learning rules and guidelines
- following directions
- focusing on specific skill development or learning.

Routines are excellent times for intentional teaching. This is because children are working at activities that are focused and emerging skills are evident. The teaching might occur spontaneously or be part of a plan. Some examples of intentional teaching during routines are shown in the following table.

Routine	Examples of intentional teaching
Bathroom/toileting	How to: <ul style="list-style-type: none"> ➤ wash hands ➤ turn a tap on or off ➤ brush teeth ➤ dress or undress. Topics: <ul style="list-style-type: none"> ➤ Where does the water go? ➤ Why do we use soap? ➤ What happens if we don't brush our teeth?
Mealtimes	How to: <ul style="list-style-type: none"> ➤ use a spoon, knife or chopsticks ➤ set the table. Topics: <ul style="list-style-type: none"> ➤ Where do foods come from? ➤ What makes a healthy menu? ➤ Which foods are fresh and which are processed?

Be aware that intentional teaching can disrupt play-based experiences, particularly if it occurs at the wrong moment.

Positive modelling

Children's behaviour and learning is affected by the environment as well as the actions, beliefs and enthusiasm of educators.

Modelling helps children learn a new skill or behaviour. When this occurs, the child watches, retains information, then imitates the action.

Modelling may occur throughout the day as you interact with children and participate in routines and experiences. You will provide information and messages to children as you:

- make healthy food choices
- complete tasks
- interact with other educators, children and families
- solve problems
- deal with challenges
- support and help others
- participate in active play
- show empathy and understanding
- demonstrate interest, skills and knowledge.



Practice Task 8

1. Which of the following statements are correct about implementing plans?
Select yes or no for each one.

- | | | |
|---|-------|------|
| a. Acting on ideas involves putting into place what you have planned, including your materials, resources, displays and opportunities. | * Yes | * No |
| b. Children can be involved in the implementation of plans. Their level of involvement depends on their stage of development. | * Yes | * No |
| c. Once a plan is in place, make sure you follow it because you put a lot of thought into it. | * Yes | * No |
| d. Intentional teaching and positive modelling are actions educators can use to implement plans that are developed based on observation and analysis. | * Yes | * No |

4C Evaluating the curriculum

The approved learning frameworks expect you to plan based on the things you see and know are consistent.

They ask that you gather information over time and take this into consideration in order to provide environments that meet each child's needs. You will find these guidelines in the EYLF Practice: Assessment and evaluation for learning, development and wellbeing

Once you have implemented your plans, review what happened. This involves revisiting the reason that you have developed the plan to ensure it has direction and purpose. It will also include feedback from children, families and others involved.



Once you have put plans into action, reflect on what happened to improve your practice.

Reflection occurs when you evaluate and challenge the things you have done. It allows you to assess the appropriateness of your thinking according to each experience and use this to inform your future actions and practices.

Evaluating your plans

Reflection is an ongoing process that encourages change.

When reflecting critically on your plans, start by asking yourself these questions:

- What worked?
- What did not work?
- Who participated?
- Who did not participate?
- Was the learning experience developmentally appropriate and age-appropriate?
- How could I extend on this learning experience?
- Was the learning experience effective and enjoyable for the children?
- What feedback have I received from children, other educators, families or others?
- How does this information affect my pedagogy (teaching practices)?

The answers to these questions and the reflection information you gather form the 'observe' stage of the planning cycle. By documenting what you learn from the reflection, you are creating ongoing observation records that you can question to plan, act and then reflect again.

Example Planning cycle

The following is a planning cycle that Sam, an educator, implements for Felicity.

Observe	<p>Alan, Felicity's father, tells Sam that Felicity is interested in cars. Sam records this information, below.</p> <p>Child: Felicity Age: 4 years 3 months Date: 2nd February Recorded by: Sam Information received from: Alan (Felicity's dad)</p> <p>Felicity has been helping to make the shopping list each week. Alan tells Sam that Felicity has a list today. It sets out the things she wants to do.</p>
Assess	<p>Sam gains a perspective on Felicity's knowledge, interests and strengths.</p> <p>They link this to the EYLF Outcome 5: Children are effective communicators and to sub-outcome: Children begin to understand how symbols and pattern systems work.</p>
Plan	<p>Sam plans to add cookbooks to the kitchen area.</p>
Implement	<p>Sam uses the cookbooks to extend discussion about lists of ingredients, shopping lists, checking what might be in the pantry.</p>
Evaluate	<p>Sam evaluates the experience provided:</p> <ul style="list-style-type: none"> ➤ Felicity decided that it would be good to make one of the recipes; however, she chose one that was very complex and this was not possible. ➤ Other children became involved in the discussions and lots of lists were created for a range of purposes. Each child was interested in different list purposes. ➤ Another educator reminded Sam that he needs to use recycled paper for the lists. Some of the children had been writing lists on the colour card .



Practice Task 9

1. Which of the following are reasons for reviewing and reflecting on plans? Select all that apply.

- So that plans maintain direction.
- To help plans remain purposeful.
- To further inform planning.
- To show other educators you are good at your job.
- So families don't complain.
- To help gather more information and provide direction for your own critical reflection.

Summary

- During your analysis, confirm your perspectives about aspects of the child's learning and development. These underline your planning.
- Include perspectives about children's development, knowledge of the child, learning framework outcomes and theories.
- As an educator, you should understand the importance of play and apply this understanding to the activities and experiences you plan.
- Responsive environments allow educators and children to learn together in a comfortable and safe place.
- You can show others how you provide for children's learning and development by displaying your perspectives, evidence and plans.
- Implement what you have planned based on your perspective of the child, the child's stage of development, and their progress toward the EYLF learning outcomes.
- Where possible, involve the children in altering and setting up the environment.
- Intentional teaching is deliberate and purposeful. It may occur in a planned situation or be an extension of spontaneous learning.
- Modelling helps children learn a new skill or behaviour. It involves the child watching, retaining information, then imitating the action.
- Reflection occurs when you analyse and challenge the things you have done.

Learning Checkpoint 4

Applying your knowledge

Read the case study, then answer the questions that follow.

Case study

Jemima is planning for Malcolm. Below are her records of observation and analysis.

Observe

Child: Malcolm

Age: 2 years, 4 months

Date: 2nd May

Recorded by: Jemima



Malcolm squirted his own foamy soap onto his hands today. He laughed when the foam came out as he had been trying to make this work for the whole week. Once the foam was in his hands, he looked at me with a puzzled expression as he didn't know what to do. I helped Malcolm by turning on the tap.

Assess

Malcolm's knowledge and interests link to:

- Outcome 3: Children have a strong sense of wellbeing
- Sub-outcome: Children are aware of and develop strategies to support their own mental and physical health and personal safety
- Theory: Vygotsky's zone of proximal development – emerging skills

Developmental aspects:

- Cognitive – sequence of events
- Physical – squirting the foam

Jemima puts the following display on social media and on the noticeboard.



My name is Malcolm Stephens and I turn 3 next month.

Today I squirted the foam on my hands. This was something I had not done before. I am very proud and want to share this with you because I have been having trouble with this for a long time.

1. Which of the following might Jemima most likely plan for Malcolm based on the analysis of his development and learning? Select all that apply.

- Painting with foam rollers
- Talking Malcolm through the sequence when it is time for him to wash his hands
- Watering the garden where Malcolm can turn on the hose
- Providing dough with cookie cutters and rolling pins
- Toilet learning
- Brushing teeth

2. Which of the following statements are correct about Jemima's display? Select yes or no for each one.

- a. Jemima is sharing information in a way that allows families and children to participate, support each other and collaborate. * Yes * No
- b. Jemima's display includes information that is confidential. * Yes * No
- c. Jemima's display draws attention to the fact that Malcolm needed help to turn on the tap. * Yes * No

3. If Jemima had permission to take photographs of Malcolm and to put these on social media and the noticeboard, which information should she remove from the display to maintain confidentiality of information and provide appropriate details?

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4. Which of the following professional strategies might Jemima implement to support her plans for Malcolm and help him enjoy washing his hands? Select all that apply.

- Involve Malcolm in filling up the soap dispenser.
- Provide intentional teaching.
- Model how to wash hands.
- Model how to create a snowman with the foamy soap.

5. What are three questions Jemima could ask herself to review and reflect once she had implemented her plans?

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