

Support Team Members

Regulations

Regs – 74 Documenting child assessments or evaluations of educational program

EYLF

NQS

1.1.2, 1.1.5, 1.2.2

Aim of Week 1: To ensure all educators are showing

- where ideas come from and when writing curriculum, learning stories and other learning documentation
- how they’re extending these ideas

Key words to use when documenting: ‘Following on’, ‘extending’, ‘furthering their interest’, ‘from the weekend’, ‘they showed me’.

Look at your educators learning documentation to see if it shows where learning comes from and when (dates), and how learning is extended. If not show educators some documentation examples where these things are highlighted and work with them so they can include these things too.

- **Today (2.2.17) during morning play** Noah seemed very curious...
- **Extending** on Noah’s cooking **(25.1.17)** experience with his **mum...**
- **Today (27.1.17) Harmony, Lexi and Mackenzie** decided to set up a cafe and co-operated to take turns in making coffee and then selling it...
- **Isla mentioned she makes her own breakfast. Educators asked the children** who served the food at home. Many get their own snacks and some make themselves breakfast. **To extend this (22.1.17)** we set the lunch so the children could show their independence and competence by serving their own lunch. First Islava got her bowl, then carefully used the serving utensils to place the sausages, veggies and gravy into her bowl. Great sequencing Isla.
- **Today Georgina set up a camping experience from the family input we have received over the last month (January 2017).** We have a few families who love to go camping every couple of months. For Aariah, Lydiah and Baylee this is part of their culture. Sally and Marlee both love going to the river in town where Sally fishes and Marlee takes her dog for a run and swim. **To build and extend** on the children’s knowledge of camping Georgina set up a camp near a lake where the children can go fishing for fun or catch fish for their dinner.

How much help do your educators need before their documentation shows where learning is coming from and how they are extending it?

Reflect