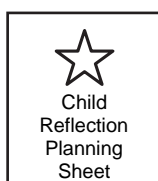
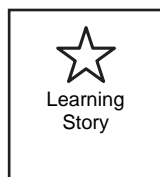
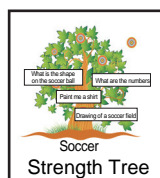


Try this observation method.

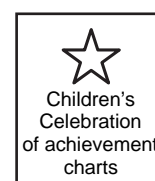
Let's try something new and get rid of ages and stages based observations that need to be locked away in a secret folder. Stop observing children in a weekly cycle. It's **NEVER** worked as children are sometimes not there on the day, not feeling well or other children not on the weekly observation cycle are doing amazing things that should be recorded. All observations should occur when we see a **strength, skill or interest from a child.** Complete the observation in a **HOLISTIC** way. **DO NOT observe in a single developmental area.** Observe everything and look for and match the learning outcomes after the observation. You will quickly see one observation meeting many learning outcomes showing a picture of the whole child in a holistic way.

Jackson	7.6.10	16.6.10					
Ava	7.6.10						
Ayden	9.6.10	15.6.10	16.6.10	17.6.10	18.6.10		
Ella	10.6.10						
Benjamin	4.6.10	14.6.10					
Lilly	2.6.10						
Logan	8.6.10						
Alice	11.6.10	15.6.10					

Create a chart with all children in the room. This will ensure we have a record of when we have observed each child. It will become obvious who has and who hasn't been observed or planned for. Observing and recording children using this method will be more authentic. Use the below methods and forms to record the children's **strength, skill or interest.**



Simply add the date to individual children's celebration of achievement charts. Place the sheets in the child's portfolio after completed.



EYLF in action - Strength Tree Observations



Have you ever had a child who loves the outdoors and soccer...



1

Soccer

"Jackson, can you draw me a soccer field?"

2

Soccer

"Jackson, I was watching soccer last night and noticed the teams were wearing different coloured shirts. Can you paint me one?"

3

Soccer

"Jackson, What do the numbers on the shirts mean?"

4

Soccer

"Jackson, What is the shape on the soccer ball?"

EYLF in action - Learning Story Observations

Learning Stories were developed in New Zealand. Put simply they are a photo with a story focusing on strengths, skills and interest of children. You start the documentation process when you see a child doing something out of the ordinary that attracts your attention. Learning Stories are not documenting a child cutting when they have been cutting for the past 8 weeks.

To help write the learning story use the Assessment and Curriculum Helpers as a cheat sheet and learning outcome identifier.

Learning Stories have 4 main elements.

- 1. Child's Voice**
- 2. Our Voice**
- 3. Parents Voice**
- 4. Learning Outcomes as a bibliography**



"Dino paint with me" said Mohammed. Mohammed extended his weekend with his family by using the dinosaur figures to express creativity through play. Through this we were able to explore the relationships with other living and non-living things by reading books on dinosaurs.

Learning Outcome 4.1 - Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. **Learning Outcome 2.4** - Children become socially responsible and show respect for the environment.

Document the date of the learning story into the child's celebration of achievement charts.

Weekend Sheet - Family Input

We played in the garden with leaves. She loves walking practice and has learned how to stand up in her cot still in her sleeping bag. We went to a family picnic where Sophie crawled over to the esky and was fascinated with the coldness of the ice she touched.

Show the parents how their weekend meets learning outcomes.

Learning Outcome 4.1 - Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.

Centre Implementation of the Family Weekend Sheet and development into a learning story.



We introduced leaves today into the room to extend upon Sophie's weekend. While touching the leaves she made many verbal and non-verbal responses. "Weeee and Ahhhh" We moved the leaves to different locations in the room and Sophie crawled over to the new location smiling. We further encouraged Sophie to use objects such as the lounge to practice walking towards the leaves.

Learning Outcome 3.2 - Children take increasing responsibility for their own health and physical wellbeing. **Learning Outcome 4.1** - Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. **Learning Outcome 5.1** - Children interact verbally and non-verbally with others for a range of purposes.

Document the date of the learning story into the child's celebration of achievement charts.

EYLF in action - Group Learning Stories



15/3/10

THE CHILDREN WERE PLAYING OUTSIDE WHEN THEY NOTICED THE FLYING INSECT ON THE TABLE. MOHAMED, ZAYD, AADAM, AMATULLAH, DHRUVI, ZACHARIA O, JUWAYRIA AND KAHDJAH STOOD AROUND THE TABLE WATCHING OUR INSECT FLAPPING HIS WINGS. THE CHILDREN NOTICED THAT THE INSECT HAD BLUE WINGS. THE CHILDREN STAYED THERE UNTIL THE INSECT FLEW AWAY.

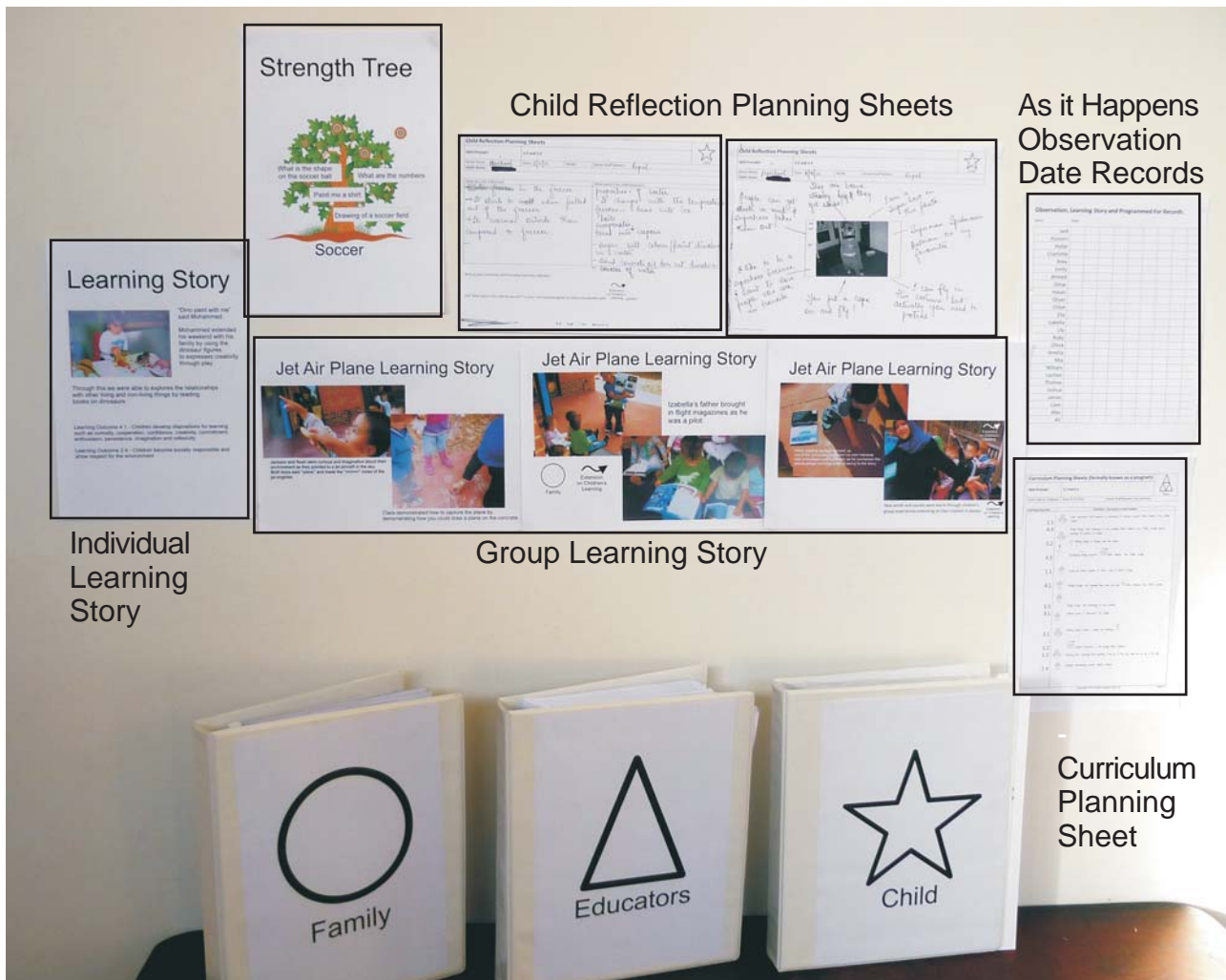
When the whole class is involved develop a group learning story. Copy and place into individual children's portfolios. This centre developed their class learning story into a book. The children often refer back to it and enjoy reading it.



PROGRAM 12/4/10-23/4/10

DHRUVI, HAMZA, HAAKAWA, YAHYA, ADAM E, SUHAIB AND MONA STOOD AROUND THE SAND TROUGH PLAYING WITH THE INSECTS ALTHOUGH THIS TIME WE ALSO ADDED THE FARM ANIMALS AND PEOPLE

EYLF Setup



Step 1 Create a space above the sign in sheets.

Step 2 Create 3 folders using the material on the disc.

Step 3 Family Weekend Sheets (Family Folder) families bring in their weekend sheets. Use the family ideas to start your program / curriculum and display as the ideas are used.

Step 4 As the day and week continues add ideas to the curriculum planning sheets. These ideas can come from you the educators. For example, you see you need to become an intentional teacher to teach children about sharing or hygiene. You may read a book, do a mini lesson etc. Add it to the curriculum planning sheet.

Step 5 When a child initiates an idea or shows an interest follow it and document it onto the curriculum planning sheet. You can use the **Child Reflection Planning Sheets** (child folder) either option 1 or 2. Don't forget to use the **Assessment and Curriculum Helpers** (Educator Folder) to identify the learning outcomes.

Step 6 Add these ideas to the curriculum as they emerge with the children.

Step 7 Complete learning stories as required. Use the **Assessment and Curriculum Helpers** to identify learning outcomes and use the sentences below to assist in writing the learning stories.

Step 8 In the child folder under each child's Celebration of Achievement Charts add the date under the learning outcome when observed and documented.

Step 9 By the end of the week complete the **Curriculum Evaluation and Reflection and the Practice and Principle Reflection** week by week sheets (Educator Folder). After completing these 2 sheets add ideas to your curriculum planning sheet as required.

Step 10 Continue to grow your curriculum as ideas

Remember - It's okay to document your curriculum as it emerges and at the end of the day.