

Assessment for Learning



Early Years Learning Framework	Principle 5. Ongoing learning and reflective practice.
NQF	Element 1.1.2 Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.

Building on from our in-depth look at EYLF assessment, I have included a fantastic example from Happy Faces in NSW. The example is a 'Strength Tree'. EYLF is a strength-based curriculum and what better way to show or 'communicate about children's learning and progress' as the EYLF says. The Strength Tree can be used as a 'way to collect rich and meaningful' information, as another tool to be used when required, or when we need a break from our other methods.

Early Years Learning Framework - Assessment for learning *Assessment* for children's learning refers to the process of gathering and analysing information as evidence about what children know, can do and understand. It is part of an ongoing cycle that includes planning, documenting and evaluating children's learning. It is important because it enables educators, in partnership with families, children and other professionals, to -

- plan effectively for children's current and future learning and
- communicate about children's learning and progress.

Educators use a variety of strategies to collect, document, organise, synthesise and interpret the information that

they gather to assess children's learning. They search for appropriate ways to collect rich and meaningful information that depicts children's learning in context, describes their progress and identifies their strengths, skills and understandings.

From the *Guide to the National Quality Standard*

Standard 1.1 - An approved learning framework informs the development of a curriculum that enhances each child's learning and development. Element 1.1.2 - Each child's current knowledge, ideas, culture and interests are the foundation of the program.

1. Sight examples of how the nominated supervisor, educators and coordinators plan holistic programs that are responsive to children's lives, interests and learning styles and which promote children's physical, personal, social, emotional and spiritual wellbeing as well as the cognitive aspects of learning evidence that children's family, culture and community are reflected in the service environment.

Below is the Instrument Rating the Assessor will be using with the NQS assessment process. Element 1.1.2 - Each child's current knowledge, ideas, culture and interests are the foundation of the program.

With 'Strength Trees' we will be able to show the assessor how we meet an Exceeding rating under Element 1.1.2

Please note 'Strength Trees are just one method of capturing wonderful information for assessment.

Working Towards	Meeting	Exceeding
The program sometimes draws upon children's current knowledge, ideas, culture, abilities and interests.	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.	Each child's current knowledge, ideas, culture, abilities and interests are consistently incorporated and actively drive all aspects of the program.

**Strength
Trees
At Happy Faces.**



This year we have incorporated something new in your child's portfolio – Strength Trees. At Happy Faces we have really embraced the new Early Years Learning Framework where we take a holistic approach to every child's learning. We have a vision for every individual child, whereby we endeavour to discover every layer to your child's life. We use the Weekend Book, we ask parents, we engage in meaningful conversations with the children in an effort to really understand what your child enjoys and what they already know. We write these down and then go one step further by using this knowledge to further “strengthen their branches and be able to grow further”. Around the strength tree you will see lots of wonderful experiences for your child to enjoy which is based on their interests and where we are able to incorporate valuable learning.

We hope you enjoy this new way of recording children's learning as much as we have enjoyed planning a more individualised way of programming for your child.

April / May 2011.

A Vision for Children's Learning

Has an interest in Ben 10, particularly the watch as he loves pressing "buttons"

Very interested in outdoor soccer + basketball games.

Emerging friendship with Malek in the Butterfly group (April).



Goes to basketball w/ his brothers sport every weekend. (Weekend Book).

His friends at school are Isabella + Connor.

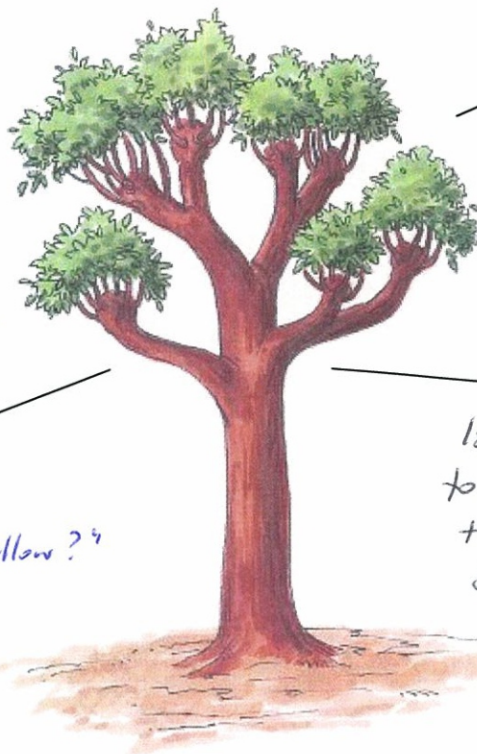
Watches movies w/ his Dad on the iPad (Weekend Book).

Learning Outcome: 1. Isaac portrays a strong sense of identity as he

interacts with care + empathy in relation to others. 2. Developed a sense of belonging to a group - friendship w/ Bella + Malek. 3. Becoming strong in his social well being. 4. Developing a range of skills + processes as curiosity + persistence. 5. - Is becoming an effective communicator as he interacts more confidently - verbally.

Strength Tree.

Pair Isaac with Malek to create an "alien" planet. Include clay, boxes, paper mache + paint. Hold discussion + research "planets". Incorporate Ben 10. May, 2011.



Make our own Ben 10 watch using small boxes. Incorporate numbers 1-12 + use Ben 10 colours. April.

Discuss with family to bring in photos of going to basketball on the weekend with his brothers. May.

Continue research on planets using internet. Isaac very interested in the stars + the moon. "Why is the moon yellow?" he asked. April, 2011.

Introduce peers to Isaac's basketball team to promote more hoop + ball skills - to further social involvement with other children. May/June.

Evaluation:

Overall, Isaac was eager to take part in a range of the activities. He showed a range of dispositions for learning as he listened to Miss Dianna instructions and paired with Malek to create a fantastic "alien" planet. He showed persistence, problem solving + communication skills to carry out the experiences.