

# 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.

## *From Early Years*

### *Learning Framework -*

#### **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 Framework*

Standard 1.1 Program – The educational program enhances each child's learning and development.

Element 1.1.2 Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.

Educators seek information from families and use a variety of methods to gather information about each child's knowledge, strengths, ideas, culture, abilities and interests as the foundation of a child-centred educational program. Assessors may sight:

- examples of how educators plan programs that are responsive to children's knowledge, strengths, ideas, culture, abilities and interests
- evidence that information about each child, their family, culture and community is collected and used to plan programs.

**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.

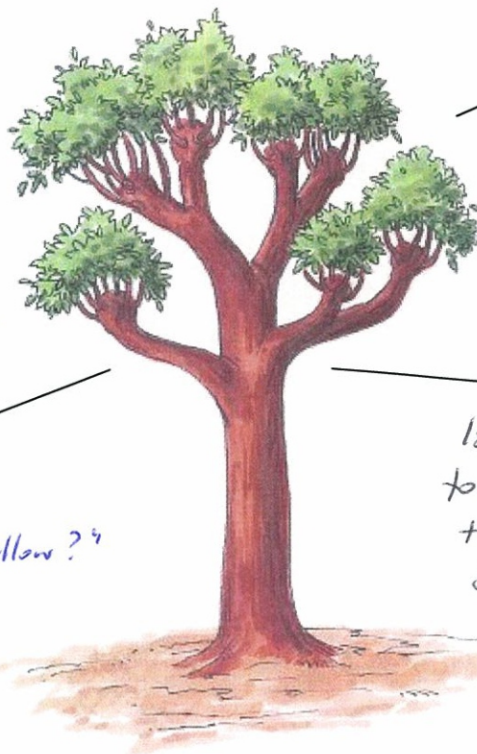
Watches movies w/ his Dad on the iPad (Weekend Book).

**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.