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| **DOCUMENTATION, ASSESSMENT AND PLANNING RECORD** | | | | | | | |
| **Context:** | | | Age: 1 to 2 years old  Setting: Outdoor experiences  Educator: Dikshya  Date: 08/10/ 2024 – 10/10/2020 | | | | |
| **DOCUMENTATION** | | | | | | | |
| **Documentation Method: Jottings**  **08/10/2024:** Children participated in the wall painting experience. The educator provided various colours and brushes. Some toddlers eagerly approached the paint, while others hesitated, observing first. Many children began to explore the texture of the paint with their hands, rubbing the colours on the wall gleefully. A few children excitedly compared their colours with friends, showing curiosity about each other's creations.  **09/10/2024:** The wall painting continued, with children embracing the activity with more enthusiasm. Many children collaborated, sharing brushes and colours, while others focused intently on their spots on the wall. There were many joyful shouts and laughter as they splashed paint around. The educators encouraged a dialogue about the colours they were using, prompting questions like, “What colour is that?” Children eagerly responded, demonstrating their growing vocabulary.  **10/10/2024:** Today marked the final day of the painting experience. Children enjoyed showing off their work to peers, pointing and chatting about their favourite parts. They displayed pride in their artwork, discussing the shapes and colours they chose. Educators facilitated conversations, asking questions like, “What do you like best about your painting?” Children freely expressed their thoughts, showcasing their creativity and confidence. The collective artwork was examined, and the educators noted the sense of accomplishment and joy among the children as they concluded the activity. | | | | | | | |
| **ASSESSMENT**  *Each portion of the documentation above is to be reflected on and identified domains, milestones and dispositions must be linked to where the skill was demonstrated in the observation and referenced.* | | | | | | | |
| **Domains** | | | | **Milestones** | | **Dispositions** | |
| **Physical Development:** Fine motor skills enhancement through manipulation of brushes and paint.  **Communication:** Growth in language skills via interaction, response to questions, and expressing ideas.  **Social Development:** Collaboration among peers, sharing materials and engaging in group discussions  .  **Cognitive Development:** Engagement in discussions about colours and shapes, showcasing critical thinking and curiosity. | | | | Increased skill and control when painting; improvement in hand-eye coordination.  Expanded vocabulary and ability to articulate thoughts and feelings during discussions.  Demonstration of cooperative play; ability to work with others and develop friendships.  Ability to ask questions and make observations about the art process; recognition of colours and shapes. | | **Curiosity:** Eagerness to explore different materials and techniques during the painting activity(ACECQA, 2021).  **Confidence:** Willingness to share their artwork and express individual preferences and ideas.  **Creativity:** Openness to experimenting with colours and shapes during the painting Exposure to concepts such as shapes, patterns, and measurements**(MacDonald, 2019)** through the artistic process. Engaging in discussions about colours and the properties of materials aligns with STEM education strategies **(Merrill, 2023)**.  process.  **Social Skills:** Developing friendships and navigating social interactions during collaborative play(ACECQA, 2021). | |
| **LEARNING and CURRICULUM**  *Each portion of the documentation is to be analysed for learning that is occurring and the curriculum areas the children are engaging in* | | | | | | | |
| **Learning** | | | | | **Curriculum Areas** | | |
| Children are engaging in sensory exploration through their interaction with paint, enhancing their fine motor skills. The hesitant children demonstrating observation skills suggest they are developing their ability to assess and explore new experiences at their own pace. | | | | | Physical Development: Fine motor skills development is emphasized as children manipulate brushes and paint.  Creative Arts: Children explore artistic expression through painting and self-discovery.  Language and Communication: Promotes vocabulary development and conversational skills.    Social and Emotional Development: Children learn about sharing, turn-taking, and working collaboratively with peers. | | |
| **THEORY and FRAMEWORKS** | | | | | | | |
| **Development and Education Theory** | | | | | **Early Years Learning Framework Principles, Practices, Outcomes** | | |
| Constructivist Theory: The activities encourage sensory exploration and hands-on learning, allowing children to build knowledge through experience (Irving, & Carter, 2019). | | | | | Principles: Respect for children’s individuality and their capacity to learn through play.  Practices: Responsive interactions, guided participation, and creating a supportive learning environment.  Outcome 1: Children have a strong sense of identity (engaging in turn-taking and social interactions).  Outcome 2: Children are connected with and contribute to their world (cooperation and sharing resources).  Outcome 4: Children are confident and involved learners (engaging in sensory exploration and developing fine motor skills(Australian Government Department of Education [AGDE], 2022). | | |
| **PEDAGOGICAL SKILLS AND KNOWLEDGE**  *Each portion of the documentation is to be analysed for pedagogical skills and knowledge demonstrated by the educators.* | | | | | | | |
| **Play-based Pedagogies** | | **Teaching Strategies** | | | **EYLF Educator Evidence** | | **Child Development** |
| **Facilitating Exploration:** Educators create an environment that encourages children to explore materials creatively, fostering curiosity and intrinsic motivation. This play-based approach helps children engage deeply with their learning experiences.  **Child-Led Learning:** The educators support child-led play, allowing children to express their ideas and interests. This autonomy helps children take ownership of their learning, enhances their decision-making skills, and promotes independence.  **Encouraging Social Interaction:**  Through play-based activities, educators promote social interactions among children. They encourage collaboration and peer-to-peer learning, which strengthens social skills and enhances team dynamics. | | **Scaffolding:** Educators use scaffolding techniques to support children's learning, gradually introducing new concepts and techniques in response to individual children's needs; this helps build confidence and competence.  **Open-Ended Questions:**  By asking open-ended questions, educators stimulate critical thinking and encourage children to articulate their thoughts and reasoning processes. This teaches them to think deeply and reflectively. | | | Responsive interactions and creating supportive learning environments    Providing timely and constructive feedback to children reinforces learning and encourages further exploration. Educators also engage in self-reflection to assess their effectiveness and make necessary adjustments to their pedagogical approaches. | | **Cognitive Development:** Educators recognise the importance of stimulating cognitive growth through artistic exploration, problem-solving, and critical thinking activities.  **Emotional Development:** The environment created by educators allows children to express emotions freely, manage feelings, and develop coping strategies.  **Physical Development:**  Focused activities designed to enhance fine motor skills contribute to children's physical development. |
| **PLANNING** | | | | | | | |
| **Objective for future holistic learning and development** | | | | | | | |
| To enhance early childhood development, educators can use diverse sensory materials, organize cooperative group activities, promote language through discussions, encourage emotional expression with art, foster independent thinking through choice, integrate STEM concepts into play, celebrate diversity with multicultural projects, and involve families in learning activities. | | | | | | | |
| **Learning Experience** | | | | | | | |
| **Learning experience name** | | Outdoor Nature Collage | | | | | |
| **Experience rationale** | | To build on the children’s interest in textures and colours, while encouraging exploration of nature. | | | | | |
| **Development and learning goal:** | | Children will identify different natural materials (leaves, twigs, etc.) and use them to create art, fostering creativity, environmental awareness, and fine motor skills. | | | | | |
| **Experience outline:** | | Materials will be gathered from the outdoor environment (leaves, flowers, sticks).  Children will create a collage on a larger piece of paper using their gathered materials. | | | | | |
| **A list of materials required with photo(s):** | | Collected nature items leaves, flowers, twigs, etc.  Glue  Large paper or cardboard  Eco-friendly paint for adding colour | | | | | |
| **EYLF child evidence links** | | Outcome 2: Children are connected with and contribute to their world—exploring and creating with nature. | | | | | |
| **Implementation plan** | **Introduction** | Discuss the different materials found in nature and their colours. | | | | | |
| **Body** | Guide children in collecting materials and creating their collages. | | | | | |
| **Conclusion** | Have children share their collages and reflect on the process of creating. | | | | | |
| **Engagement questions** | “What materials did you find?” “What do you like about your collage?” | | | | | |
| **ACTING and DOING** | | | | | | | |
| **Play pedagogies** | | Facilitating exploration through nature play. | | | | | |
| **Teaching strategies** | | Incorporating open-ended questions and dialogues to encourage creativity. | | | | | |
| **EYLF links** | | Outcome 3: Children have a strong sense of well-being—engaging in arts promotes emotional expression. | | | | | |
| **Child development** | | Promoting motor skills, social skills, and emotional connection to nature. | | | | | |
| **Documentation and/or digital evidence of implementation, acting and doing** | |  | | | | | |
| **REFLECTING and REVIEWING** | | | | | | | |
| **How did the children respond? Did they achieve the learning objective? Were there any unexpected outcomes? What was your role? How did you support and teach the children? Would you do anything differently? Where to next?** | | | | | | | |
| The “Outdoor Nature Collage” activity excited the children as they explored natural materials and created their collages. They showed improved fine motor skills and observational abilities while collecting leaves and flowers. I guided them during the nature walk and collage-making, encouraging creativity and teamwork through praise and open-ended questions. In the future, I plan to enhance sensory experiences and provide more visual aids to engage different learning styles. I also want to introduce projects focused on environmental awareness and self-care, highlighting the connection between nature and well-being. | | | | | | | |

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