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| **DOCUMENTATION, ASSESSMENT AND PLANNING RECORD** | | | | | | | |
| **Context:** | | | Date: 6th November, 2024  Child: MM (3 years old)  Educator: Dikshya  Setting Indoor: Book area | | | | |
| **DOCUMENTATION** | | | | | | | |
| Documentation Method: Anecdotes  MM picked up the book "Walking in Gagudju Country" and eagerly asked Dikshya to read it for her. She insisted, “she wants to turn the pages by herself!”  As I began reading, MM listened intently, her eyes sparkling with anticipation. When they reached the illustration of a butterfly, she pointed excitedly and exclaimed, “Butterfly!”  Moving on to the next page, she noticed the fish and shouted, “Fish!” Her excitement was contagious as she identified each animal, tree, and bird, connecting them to her own experiences.  After a few pages, MM found that she wanted to show her creations to Educator 1. She held up the book proudly and declared, “Look at the bird!”  I praised her initiative, and as MM continued to turn the pages on her own, she began to share her predictions about what might happen next, engaging deeply with the story.  She beamed with joy as she saw her favourite illustrations come to life, immersing herself in the beautiful world of Gagudju Country. The interaction with the book not only excited her but also showcased her enthusiasm for storytelling and exploring new concepts. | | | | | | | |
| **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** | |
| Language: MM demonstrates vocabulary growth by identifying animals, trees, and birds.   Social: MM shares her thoughts and predictions with Dikshya and later with Educator1.  Cognitive: MM predicts what will happen next in the story.   Emotional: MM displays joy and excitement while engaging with the book. | | | | Engaged curiosity and enthusiasm for learning(ACECQA, 2018).  Collaboration and social interaction.  Initiative in exploring new narratives(ACECQA, 2018).  Positive emotional responses to learning(ACECQA, 2018). | | During the reading session, MM actively pointed out and named various animals and plants in the illustrations, showcasing her expanding vocabulary.  MM exhibited strong social skills by engaging in dialogue with her peer, Dikshya, and sharing predictions about the storyline. Later, she confidently expressed her thoughts to Educator1, showcasing her ability to communicate effectively.  MM's predictions about the plot demonstrated her cognitive engagement with the story.  Throughout the activity, MM exhibited visible excitement and joy, particularly when her predictions were correct or when discussing her favourite animals. | |
| **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** | | |
| Language Development: Expands vocabulary by identifying and naming animals and plants during reading.  Social Interaction: Share thoughts with peers and educators, demonstrating effective communication skills.  Cognitive Skills: Makes predictions about the story, showing critical thinking and comprehension.  Emotional Engagement: Excitement during the activity, indicating a positive connection to learning. | | | | | Focused on vocabulary development and reading comprehension.  Emphasises social interaction and communication amongst peers.  Engages critical thinking and comprehension as part of the learning process.  Supports emotional engagement and enjoyment in learning experiences(ACARA, 2017). | | |
| **THEORY and FRAMEWORKS** | | | | | | | |
| **Development and Education Theory** | | | | | **Early Years Learning Framework Principles, Practices, Outcomes** | | |
| Vygotsky's Sociocultural Theory emphasises the importance of scaffolding and collaborative learning, allowing MM to explore new cultural concepts within their Zone of Proximal Development. This approach creates a deeper appreciation for the Gagudju culture and enhances critical thinking through social interaction and personal reflection (Beloglovsky & Daly, 2015). | | | | | Principles: Respect for Diversity  Practices: Intentional Teaching, Learning Environments  Outcomes:  Outcome 1: Children Have a Strong Sense of Identity:  Outcome 4: Children Are Confident and Involved Learners:  Outcome 5: Children Are Effective Communicators: | | |
| **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** |
| The educator effectively utilised a play-based approach during the reading session with MM by allowing her the freedom to engage with the book in a hands-on manner. Encouraging MM to turn the pages herself and actively participate, is essential in early childhood. This approach fosters enjoyment and engagement, enabling MM to explore her interests within a structured context. | | I provided support by reading aloud and encouraging MM to verbalise her thoughts and predictions about the story. This helped MM to build upon her previous knowledge and provided her with the necessary structure to express her ideas confidently.  By validating MM's excitement and initiative with praise, I fostered a positive learning environment, reinforcing MM’s confidence in her abilities and promoting a love for storytelling.  I used open-ended questions and prompts to encourage MM to think critically about the narrative, thereby enhancing her cognitive skills. | | | Intentional Teaching: Her deliberate choice to read a culturally relevant book promotes an understanding of diversity and respect for different cultures, aligning with the Principles of the EYLF.  Learning Environments: The indoor book area provided a stimulating environment that encouraged exploration and inquiry, which is crucial for developing a child's identity and sense of belonging. | | Language Development: MM’s vocabulary growth and her ability to articulate her thoughts while identifying objects in the book indicate progress in her language skills.  Social-Emotional Development: MM's ability to share her thoughts with both I and Educator 1 showcases not only her social skills but also her emotional engagement in the learning process, as she displays joy and excitement.  Cognitive Development: MM’s predictions about the story illustrate her developing comprehension skills and the ability to think critically about narrative sequences. |
| **PLANNING** | | | | | | | |
| **Objective for future holistic learning and development** | | | | | | | |
| To foster MM's fine motor skills, creativity and understanding of nature and animals, relationships while encouraging cooperative play and exploration of scientific concepts such as enhancing her cognitive skills. | | | | | | | |
| **Learning Experience** | | | | | | | |
| **Learning experience name** | | Cutting and pasting | | | | | |
| **Experience rationale** | | This activity integrates fine motor skills development with creativity and environmental awareness. Children will engage in a hands-on project that promotes their understanding of animals, their habitats, and the importance of ecosystems. | | | | | |
| **Development and learning goal:** | | Children will enhance fine motor skills through cutting and pasting while developing their understanding of animal characteristics and habitats. Additionally, they will practice collaboration and communication by sharing materials and ideas with peers. | | | | | |
| **Experience outline:** | | I gathered children and introduced the theme by discussing different animals, what they eat, and their habitats. Show pictures of various animals that live in or around rivers and trees.  I provided children with pre-printed images of animals, scissors, construction paper, and glue. And instructed them to cut out animals and paste them onto a large mural that depicts a bird tree and a river, encouraging creativity in how they arrange their artwork. | | | | | |
| **A list of materials required with photo(s):** | | * Pre-printed images of various animals * Scissors * Glue sticks * Construction paper | | | | | |
| **EYLF child evidence links** | | * **Outcome 1:** Children have a strong sense of identity (participating in a group project) * **Outcome 2:** Children are connected with and contribute to their world (engaging with nature and environmental themes) | | | | | |
| **Implementation plan** | **Introduction** | I introduced the topic with a group discussion on animals and their habitats to spark interest. | | | | | |
| **Body** | I facilitated the cutting and pasting activity, providing guidance and support as necessary. Encourage teamwork and sharing of materials. | | | | | |
| **Conclusion** | A group discussion for children to present their artwork and reflect on what they learned about each animal. | | | | | |
| **Engagement questions** | What animals did you choose and why?  Where do these animals live, and what do they need to survive?  How do you think these animals interact with each other in their environment? | | | | | |
| **ACTING and DOING** | | | | | | | |
| **Play pedagogies** | | Children interact with materials, making choices and using their creativity. | | | | | |
| **Teaching strategies** | | Modelling: I demonstrated how to safely use scissors and glue.  Prompting: I asked leading questions to encourage critical thinking and reflection.  Supportive Feedback: I offered positive reinforcement as children share their completed projects. | | | | | |
| **EYLF links** | | Outcome 1: Children feel safe and secure in the learning environment.  Outcome 2: Children explore different ways of being part of their world.  Outcome 3: Children express their ideas and feelings in various contexts. | | | | | |
| **Child development** | | Fine Motor Skills: Children improved through cutting and pasting activities.  Cognitive Skills: Children learn about animal characteristics and ecosystems.  Social Skills: Children developed through group collaboration and communication. | | | | | |
| **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 children showed excitement and enthusiasm for the activity, particularly during the cutting and pasting process. Yes, children were able to cut and paste effectively while discussing their chosen animals and habitats. Some children showed a keen interest in learning about lesser-known animals, sparking mini-group discussions. As an educator, I supported children in their tasks, encouraged sharing, and directed discussions. By modelling cutting techniques, posing guiding questions, and reinforcing positive behaviour and ideas. I would consider integrating more diverse animal habitats (like deserts or forests) to expand the scope of the activity. I will Plan a follow-up activity that includes a storytelling session about the animals created or further exploration of environmental themes, such as habitat conservation. | | | | | | | |

**References**

ACARA. (2017). *The Arts*. Australian Curriculum . https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/

Australian Children's Education and Care Quality Authority. (2018). *Developmental milestones and the Early Years Learning Framework and the National Quality Standards*. https://www.acecqa.gov.au/sites/default/files/2018-02/DevelopmentalMilestonesEYLFandNQS.pdf

Beloglovsky, M., & Daly, L. (2015). *Early Learning Theories Made Visible*. Redleaf Press.