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| **DOCUMENTATION, ASSESSMENT AND PLANNING RECORD** | | | | | | | |
| **Context:** | | | Date 18 November 2024  Age: 2 to 3 years  Setting: Group of wallaby children  Educator: Dikshya | | | | |
| **DOCUMENTATION** | | | | | | | |
| Documentation: Learning Story  I organised an outdoor painting activity for the children, aimed at fostering their observation skills and creativity. As we sat together in our outdoor space, I encouraged the children to take a moment to look around and notice all the wonderful elements of nature that surrounded us. “Can you tell me what you see around us?” I asked, initiating our discussion.  One by one, the children eagerly shared their observations: **Child A:** “I see a chicken!” **Child B:** “Look! There’s a big tree over there.” **Child C:** “I can hear a bird!” **Child D:** “There’s a purple flower!” **Child E:** “I see the sandpit!” **Child F:** “And there’s a bike!" As each child shared their observations, I guided the discussion, asking further questions to deepen their engagement with nature. “Why do you think the tree is important?” I inquired. **Child G:** “Because it gives us shade!” **Child H:** “And it has leaves that change colour!”  After our conversation, I invited the children to translate their observations into art. “Now, let’s paint what you saw! Use your imagination to create” I encouraged. With paints, brushes, and large sheets of paper set up, the children set to work, each absorbed in their creative process. I walked around, observing their efforts and offering gentle prompts to inspire their creativity. “Can you tell me what you’re painting?” I asked as I approached **Child E**, who was focused on his artwork. **Child E:** “I’m painting the chicken! I want it to look like it’s running!”  “What colours are you using?” I followed up. **Child E:** “I’m using black and red for its feathers”  As the children painted, the atmosphere buzzed with excitement and creativity. They expressed themselves freely, translating their observations into vibrant works of art. Each painting told a story of their unique experiences and perspectives of the world around them. As the activity wrapped up and we gathered to share our artwork, I asked, “What was your favourite part of today’s activity?” This outdoor painting activity not only allowed the children to express their creativity but also deepened their connections to nature and each other. I felt proud to facilitate such meaningful interactions and see the children engage thoughtfully with their environment. This experience highlighted the importance of observation and creative expression, key components in their learning and development journey. | | | | | | | |
| **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** | |
| * **Cognitive Development**: The children demonstrated observation skills as they identified elements in nature during the painting activity. * **Fine Motor Skills**: The use of brushes and manipulation of paint supports the children's dexterity. * **Social Development**: Sharing thoughts and experiences during the discussion and collaborative painting experience. | | | | Cognitive Milestone: Children aged 2-3 years are developing language and cognitive skills through enhanced observation and verbal expression.  Fine Motor Skills Milestone: Children are improving their fine motor coordination through painting.  Social Milestone: Engaging in sharing and collaborative activity supports social skills. | | Curiosity: The children's eagerness to explore their environment and share observations (ACECQA, 2021).  Creativity: Demonstrated through imaginative expression in their artwork.  Communication: Sharing their observations and experiences aloud (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 observed their natural environment, enhanced their descriptive language, and expressed their observations creatively through painting.  Enhanced socialization as children shared ideas and discussed their surroundings. | | | | | Arts: Through painting, children engage in artistic expression and creativity.  Language and Literacy: Discussion about observations supported language development and communication skills.  Environmental Awareness: Learning about nature and its importance fosters environmental consciousness. | | |
| **THEORY and FRAMEWORKS** | | | | | | | |
| **Development and Education Theory** | | | | | **Early Years Learning Framework Principles, Practices, Outcomes** | | |
| Constructivist Theory: The activity allowed children to explore their environment, encouraging active learning through observation and creation (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 as they express their thoughts and feelings regarding their observations.  Outcome 4: Children are confident and involved learners, displaying active engagement in the painting process (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** |
| * **Child-initiated Play**: The children led discussions based on their observations. * **Guided Play**: The educator facilitated discussions and encouraged creativity during the painting activity. | | Open-Ended Questioning: Encouraged deeper thinking and elaboration on children's observations.  Scaffolding: Supported children's learning by providing guidance during the painting process. | | | Observations of children sharing and discussing fostered a conversational environment.  Provided individual support and encouragement throughout the creative process. | | Supports cognitive, social, and emotional development through creative expression and interpersonal interaction. |
| **PLANNING** | | | | | | | |
| **Objective for future holistic learning and development** | | | | | | | |
| To promote children’s knowledge of personal hygiene by integrating self-care routines like washing hands and understanding the benefits of cleanliness post-activities. | | | | | | | |
| **Learning Experience** | | | | | | | |
| **Learning experience name** | | Washing Hands After Painting Activity | | | | | |
| **Experience rationale** | | Teaching children the importance of hand washing as part of hygiene practices after activities fosters healthy habits that must be integrated into their daily routines. | | | | | |
| **Development and learning goal:** | | To enhance children's self-help skills and reinforce hygiene practices through engaging and interactive washing hand experiences. | | | | | |
| **Experience outline:** | | Introduced the importance of hand washing after painting and discussed germs.  Provided a demonstration of effective hand washing.  Encouraged children to practice washing their hands with supervision. | | | | | |
| **A list of materials required with photo(s):** | | Soap, towels, sink, bin, a mirror. | | | | | |
| **EYLF child evidence links** | | the development of self-help and motor skills, including Outcome 4 and aspects of hygiene education. | | | | | |
| **Implementation plan** | **Introduction** | I gathered children, and discussed the reasons for hand washing after activities. | | | | | |
| **Body** | I provided a demonstration and let each child practice washing their hands, using songs to make it engaging. | | | | | |
| **Conclusion** | I gathered the children to discuss what they learned and why washing their hands is important after painting. | | | | | |
| **Engagement questions** | Why do we wash our hands after painting?  What did the soap do to your hands? | | | | | |
| **ACTING and DOING** | | | | | | | |
| **Play pedagogies** | | Child-initiated and guided play regarding hygiene post-activity. | | | | | |
| **Teaching strategies** | | Scaffolding, demonstrating proper technique. | | | | | |
| **EYLF links** | | Outcome 3: Children have a strong sense of well-being and develop resilience through self-care routines.  Outcome 4: Engaging in hand washing promotes confidence in their ability to care for themselves. | | | | | |
| **Child development** | | Promotes independence and instils routines for personal hygiene, supporting overall health. | | | | | |
| **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 curiosity during the discussions and hand-washing activity. Learning objectives were achieved as children demonstrated an understanding of why and when to wash their hands. Unexpected outcomes included increased enthusiasm for using soap and personalizing their washing techniques. My role was to facilitate, demonstrate, and engage with children to ensure understanding. I supported them through guided practice and positive reinforcement. Moving forward, I could introduce more sensory aspects with different textures in the soap or incorporate fun songs to make the activity even more engaging. The next steps involve further activities focused on self-care and hygiene, expanding the scope to include lessons on other healthy habits. | | | | | | | |

**References**

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Australian Government Department of Education [AGDE]. (2022). Belonging, Being and Becoming: The Early Years Learning Framework for Australia (V2.0). In *ACECQA*. https://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf

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