

Engaging Curriculum Solutions

ECS

Documentation Resource Pack

Including:

- Tips for reflections/learning stories
- Linking play to the EYLF and other learning outcomes
- Terminology to assist in reflections and learning stories
- Linking theory to the principles and practices of the EYLF
- Learning story format idea
- Anecdotal record format idea
- Running record format idea
- Group observation format idea
- Time sample format idea
- Event sample format idea
- Tips for self reflection
- Questions to guide reflective practice



Tips for Reflections/Learning Stories

- Always provide a **context** for the learning and describe the selection of materials and equipment where applicable.

E.g. This week the toddlers discovered their own shadows which led to an exploration of light and shade. As an extension to this learning today we added a projector to our art space and hung a white calico sheet for the children to project items on to. We provided colourful transparent blocks for the projector and matched these with the paints provided with the calico sheet.

- Describe how the experience played out. Use the terminology sheet to assist in using rich and engaging language and always include children's voices when you can.

E.g. Immediately Jack and Sarah approached the experience with interest. They began to place blocks on the projector. Jack chose a blue block first and Sarah chose a green block. "Look!" Sarah said, pointing to the white sheet with excitement, a huge smile across her face. "I can see my block there!". Jack looked up from what he was doing and followed Sarah's direction. His eyes widened. "Ooh" whispered Jack intensely. He began to place more blocks on the projector, each time looking up at the screen.

- As you describe the experience embed the learning that is occurring. You can use the Linking Play to Learning and EYLF sheet to assist in this. This skill develops with time, as you use the resources in this pack more and more you will begin to find it easier to embed the language of EYLF.

E.g. Sarah has scaffolded Jack's learning as she pointed out the effect of the projector and both children were able to resource their own learning through connecting with technology. This experience was also allowing them to express themselves creatively as they used the blocks to create patterns on the sheet.

- If you engage in the experience, particularly when you use specific teaching strategies or practices, include this in description. And if you want to go one step further you can use the linking theory sheet to demonstrate why you used this principle/practice.

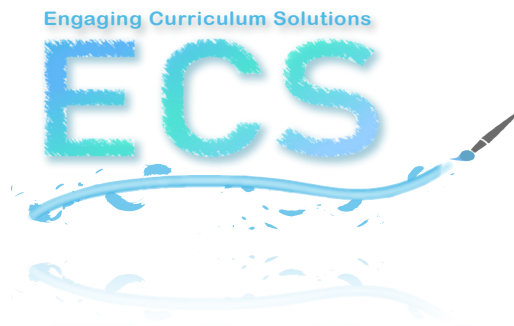
E.g. As I approached the experience I noticed Sarah was looking through the box of blocks, searching for something particular. "What is Sarah? What are you after?" I asked. "There's no purple blocks!" Sarah frowned dejectedly. "Hmmm.



What two colours could you use to make purple?" I asked, making her frown deepen as she thought about my question. I was using high order questioning to extend Sarah's learning. "I don't know" Sarah eventually confessed. "What could you do to find out?" I continued to challenge her. "I could try some?" She hypothesised, looking at the blocks. "That's a great idea!" I praised her, demonstrating my respect for her idea. Early childhood theorist, Lev, Vygotsky referred to the 'zone of proximal development' which is essentially the child's potential for learning. He believed children should be challenged by a more knowledgeable other.

- Continue until you have described the experience in full. Remember to pick the richest experiences to reflect on - not everything you do with children can be documented so this needs to be a selective process.
- Try to demonstrate through your writing exactly what children are getting from the experience. Focus on the learning which seems most important to the child rather than trying to include every outcome possible.
- The linking play to learning and EYLF resource is just a starting tool. It certainly doesn't include all learning outcomes possible. Do not be limited by the points made there or which category they fall under.
- Remember this is one opportunity you have to promote play as a tool for learning!





Linking play to the EYLF and other learning outcomes

NB: Read the Tips for Reflection page for further pointers and ideas for how to use this resource effectively. Remember this is just a guide – different experiences will achieve different outcomes so select carefully.

Dramatic play affords children the opportunity to:

- Learn to interact with each other with care, empathy and respect.
- Explore familiar roles within their community thus developing an understanding of the reciprocal rights and responsibilities necessary for community participation.
- Explore cultures other than their own leading to a greater respect and understanding of fairness.
- Explore aspects of identity as they investigate different roles and responsibilities.
- Develop an understanding of a variety of concepts including social responsibility and respect for the environment.
- Develop their sense of agency as they explore practical living concepts.
- Practice and refine social skills leading to a healthier social wellbeing.
- Practice expressing a wide range of emotions, thoughts and views constructively.
- Extend and explore their imaginations and creativity.
- Develop skills such as hypothesising, planning, problem solving, and investigating.
- Express their learning through a social context.
- Connect with other children and scaffold each other's knowledge and development.
- Interact with each other both verbally and non verbally.
- Express ideas and make meaning using a range of media.
- Explore text through a variety of ways.
- Practise and refine their verbal language skills through interaction.
- Develop leadership and teamwork skills as they plan play, co-ordinate and designate roles in play.
- Develop new friendships which help them to feel safe, secure and supported.

Music and Movement provides children the chance to:

- Develop confident self identities through group participation and leading.
- Develop friendships which help them to feel safe, secure and supported.
- Learn to interact with others with care and respect.



- Develop their sense of belonging to the group through participation in group singing/ dancing and circle games.
- Explore languages leading to respect for diversity.
- Explore cultural concepts through different forms of music.
- Develop an understanding of fairness as they take turns.
- Become confident and secure leading to a strong social and emotional well being.
- Explore a variety of cognitive concepts.
- Express themselves creatively and develop their imaginations.
- Resource their own learning through connecting with people and technology.
- Develop their language skills such as annunciation, gramma, syntax.
- Develop their awareness of their own bodies and how they can be used to communicate.
- Develop spatial awareness.
- Build the skills to take increasing responsibility for their own physical well being.
- Practice and refine motor skills.
- Combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity.

Book corner/story time allows children to:

- Develop their own interactions with others through observation of written relationships.
- Explore a variety of concepts and interest, in turn scaffolding their knowledge and understanding of the world.
- Become familiar with a range of cultures and languages which leads to a greater understanding and acceptance of cultural differences.
- Explore emotions and techniques for dealing with them, leading to a strong emotional wellbeing.
- Scaffold their knowledge of a variety of cognitive concepts.
- Resource their own learning through non fiction titles.
- Explore text and gain meaning from this text.
- Develop an understanding of the interrelationship between text and illustrations, thus encouraging 'pretend' reading.
- Become familiar with and begin to understand how symbol and pattern systems work.
- Investigate and explore their interests at their own pace.
- Explore key literacy concepts and processes such as the sounds of language.
- Become familiar and comfortable with exploring the writing and text.

Art and Craft is a fantastic way for children to:

- Develop a sense of pride and belonging as they see their art displayed with care and respect.
- Develop an understanding of sustainable practices as they participate in junk modelling.
- Refine their manipulative skills as they grip brushes; twist Play dough, etc., (physical wellbeing).
- Develop their ability to think creatively, thus building on existing problem solving skills.
- Develop their ability to express themselves creatively.
- Develop their imaginations.
- Develop their ability to plan and implement that plan.



- Investigate and explore a range of textures and media.
- Resource their own learning through connecting with materials.
- Experiment with pattern and symbol making.
- Develop their ability to work co-operatively with others as they participate in collaborative art projects.
- Express their emotions and communicate in a different way.

Maths and science Games (peg boards, scales, board games, sand pit play, scales, cooking, puzzles, experiments and so on) encourage children:

- To develop a disposition for learning as they experiment and build their knowledge at their own pace.
- To problem solve, enquire, experiment, hypothesise, research and investigate.
- To resource their own learning through connecting with technologies and natural and processed materials.
- (Children's) Knowledge of early math and science concepts such as cause and effect, sorting, classifying and more.
- To refine social skills as they take turns, collaborate and play alongside each other.
- To scaffold each other's learning as they collaborate.
- (Children's) Understanding of how patterns and symbols work.
- To experiment with a range of textures and materials, thus allowing them to connect with their world.
- Use technologies to access information, investigate ideas, and represent their thinking.
- To build their information technology skills.
- Explore a range of cognitive concepts and interests.
- To refine their ability to visually match colours, patterns and objects (math skills).
- To develop their problem solving skills.
- To refine hand eye co-ordination (physical wellbeing).
- Develop the ability to manipulate objects in their hands (physical wellbeing).
- Knowledge of relatable interests.

Risky/Nature play affords children the opportunity to:

- Train in perceptual competencies such as depth, form, shape, size, movement and perception.
- Explore the environment and the natural risks it encompasses.
- Practice and enhance motor skills, enhancing physical wellbeing.
- Develop muscle strength and endurance.
- Develop general spatial orientation abilities.
- Refine their manipulative skills through handling of tools and materials.
- Learn properties of objects and their functions as they engage with tools and equipment.
- Develop different ways to express their imagination and creativity.
- Explore the environment and become familiar with its possibilities and constraints.
- Refine social skills as they negotiate roles and risk.



- Have their physical touch needs met through rough and tumble play.
- Enhance complex social competencies such as social signalling, bargaining, manipulating and redefining situations.
- Practice regulating aggressive behaviours (rough and tumble play).
- Develop the ability to calculate and manage risks in the world they live in.
- Make connections with the world as they explore natural textures, elements, and so on.
- Develop an appreciation for nature and the need for sustainable living practices.
- Explore and hypothesise in order to develop an increased understanding of the interdependence between land, people, plants and animals.

Language and concepts adapted and modelled from "Being, Belonging, Becoming: The Early Years Learning Framework for Australia" (Commonwealth of Australia, 2009) with permission from and thanks to the Department of Education and Training.





Terminology to assist in learning stories and reflections

Learn	Observe
Explore Investigate Refine Develop Discover Attain Practise Uncover Understand Interpret Identify	Examine Study Test Appraise Canvass Scrutinise Search Inquire Wonder
Happily	Sadly
Joyfully Enthusiastically Confidently Merrily Cheerfully Cheerily Delightedly Gleefully Gladly	Dejectedly Sorrowfully Reluctantly Gloomily
Wonder	Displayed
Awe Fascination Admiration Marvel Curiosity Amazement	Demonstrated Showed Proved Revealed Exhibited Confirmed
Natural	Skill
Innate Inborn Inherent Intrinsic Instinctual Ingrained	Capability Ability Expertise Aptitude Competency Talent



Examples of Common Personality/Disposition Descriptors

Confident	Capable	Competent	Creative
Imaginative	Kind	Caring	Humorous
Generous	Loving	Focused	Determined
Compassionate	Entertaining	Social	Curious
Eclectic	Practical	Motivated	Keen
Responsible	Engaged	Rational	Thoughtful

Other Common EC Words/Phrases used in Learning Stories and Reflections

Meaningful	Sustained	Autonomy	Independence
Pedagogical	Holistic	Agency	Rich
Inspiring	Being	Belonging	Becoming
Secure	Attachment	Co-learners	Co-constructors
Active contributors	Metacognition	Metacommunication	Scaffolding
Teacher directed	Child led	Inquiry	Active participants
Provide	Promote	Afford	Opportunity





Linking Theory with the Principles and Practices of the EYLF

Secure, Respectful and Reciprocal Relationships	
John Bowlby	Bowlby recognised the importance of secure attachments to children's social, emotional and cognitive development. He believed development happens more effectively when a secure attachment exists between the adult and child.
Mary Ainsworth	Ainsworth extended on the research of Bowlby, developing an experiment called the 'Strange Situation' which re-enforced the theory that secure attachment leads to greater benefits for learning and development.
Urie Bronfenbrenner	Bronfenbrenner established the ecological systems theory in which he placed great value on the relationships in the child's life and the interactions between those relationships (interrelationships). Bronfenbrenner emphasised the importance of relationships and interconnectedness in the child's life.
Loris Malaguzzi (Reggio Emilia)	Malaguzzi believed in the importance of relationships between educators and children, theorising that children's learning and development is more effective when teachers become co-learners with the children.
Lev Vygotsky	Vygotsky placed great value on social interactions, referring to educators and parents being the more knowledgeable other in relationships with children, and thus the stepping stone to greater knowledge. This was later termed as scaffolding.
Erik Erikson	Erikson emphasised the importance of trusting relationships in children's learning. He referred to the 0-1.5 years as the trust vs mistrust stage in which children's greatest goal was to build trusting relationships.
Partnerships	
Urie Bronfenbrenner	Bronfenbrenner established the ecological systems theory in which he placed great value on the relationships in the child's life and the interactions between those relationships (interrelationships). Bronfenbrenner placed great value on the connectedness of systems in the child's life with particular reference to the school and home environments.



Loris Malaguzzi (Reggio Emilia)	Loris Malaguzzi placed great value on partnerships with families, believing parents an essential element to their child's learning and development. Malaguzzi believed parents and families should be active participants in their child's learning.
Lev Vygotsky	Vygotsky believed children's learning was enriched and deepened when they were scaffolded by parents and educators, something which can only happen consistently if collaborative partnerships exist between the families and the educators.
Jerome Singer	Jerome Singer placed great importance on the human environment, suggesting that the adults in a child's, and the relationships between those adults, have a significant impact on children's imaginative and curiosity based play.
High Expectations and Equity	
Loris Malaguzzi (Reggio Emilia)	Malaguzzi believed the way in which we view children (the image of the child) is vital. Children are seen as naturally curious and with limitless potential. The rights of the child are highly valued and children are viewed as active citizens.
Maria Montessori	Montessori described childhood as a process in which a hidden but definite plan of nature unfolds. She believed in sensitive periods of development and that children had an ability to learn that adults do not.
Jean Piaget	Jean Piaget believed that when you teach a child something you take away their chance to discover it by themselves, implying that we should have higher expectations of children. He viewed children as solitary discoverers of knowledge.
Lev Vygotsky	Vygotsky referred to the 'zone of proximal development' which was essentially the child's potential for learning. He believed children should be challenged by a more knowledgeable other.
Respect for diversity	
Loris Malaguzzi (Reggio Emilia)	Loris Malaguzzi views children as active citizens whose rights should be highly valued and who are influenced by a range of factors including their community and culture.
Lev Vygotsky	Lev Vygotsky believed that learning should be as cultural as it is natural, and stages of learning are embedded in to cultural traditions.



Maria Montessori	Maria Montessori was a strong proponent of peace education for children. She said: "Averting war is the work of politicians; establishing peace is the work of education," placing great value on including cultural awareness in to educational programs.
Urie Bronfenbrenner	Bronfenbrenner placed great emphasis on the systems in a child's life, from the microsystem which looks at the child's immediate life to the macrosystem which takes in to account the surrounding culture and beliefs/traditions/language of said culture. He believed culture, and understanding of culture was another influencing factor in the child's opportunity to learn.
Ongoing Learning and Reflective Practice	
Lev Vygotsky	Vygotsky believed the "central fact about our psychology is the fact of mediation," emphasising the importance of self-reflection in personal and professional development.
Graham Gibbs	Gibbs established the cycle of reflection, believing reflection was vital to improving the quality of any service.
John Dewey	Dewey established the "Dewey model of reflection" in which he emphasised the importance of reflecting on our experiences in order to learn and grow from them.
Loris Malaguzzi (Reggio Emilia)	Malaguzzi established a model in which educators are considered researchers, proactive in their own professional development. He believed teachers should evaluate their work and promote their own professional growth.
Holistic Approaches	
John Dewey	Dewey believed in process over product, that children learn through experience. He ascertained that children learnt best when educators took into account an holistic view of the child, recognising the connectedness of mind, body and spirit.
Jean Piaget	Piaget stressed the importance of holistic learning, believing a child constructs understanding through many channels: reading, listening, exploring, and experiencing the environment.
Loris Malaguzzi (Reggio Emilia)	Malaguzzi's approach to education places great value on taking the 'whole child' in to account when planning educational experiences, with an emphasis on engaged creativity and artistic self-expression.
Maria Montessori	Montessori placed great value on the prepared environment and allowing children time to explore it at their own pace, with their whole bodies, responding to particular readiness.



Rudolph Steiner	Steiner believed educators must have an intuitive understanding of the evolving soul at each level of development, taking in to account all their needs and personality traits.
Lev Vygotsky	Lev Vygotsky redeveloped his theories to support holistic approaches to learning, emphasising that learning and development are separate but interactive processes.
Responsiveness to Children	
Lev Vygotsky	Vygotsky emphasises the importance of social learning. He believed that children reached their learning potential through interactions with a more knowledgeable other.
Jean Piaget	Piaget emphasised the importance of a stimulating environment which reflects children's interests allowing them to explore and be active learners.
BF Skinner	Skinner established a behaviourist approach to education in which he stressed the importance of adult responses to children's learning, stating that children only retain knowledge which is consistently re-enforced by the adults and environments in the child's life.
Noam Chomsky	Chomsky established the nativist approach to language development, emphasising the need for language in the environment to stimulate children's innate abilities. This theory reinforces the importance of responsiveness in interactions.
Jerome Singer	Singer highlighted the importance of the human environment, including adults, as an influencing factor on how children's learning occurs, suggesting adults and their ability to respond to children have a great impact on the opportunities children are given to engage in learning.
Erik Erikson	<p>Babies: In the 0-18 month age range Erikson emphasised the importance of our responses to children, theorising that trusting relationships need to be established before meaningful learning can occur.</p> <p>Toddlers: Erikson emphasises the importance of establishing autonomy and confidence in the toddler years. He theorised that adults reactions to children's attempts at autonomy will either re-enforce those attempts or lead to shame and doubt.</p> <p>Preschool: Erikson believed that preschool age children need to be given the opportunity by their educators to make plans and see them carried through. He argued that our response to children's decision making will lead to either a confidence in taking initiative, or lead to a sense of guilt as their ideas are constantly squashed.</p>



Loris Malaguzzi (Reggio Emilia)	Malaguzzi believed educators and children should be co-constructors of educational programs. He emphasised the importance of our image of the child and placed great importance on the ways in which we respond to and follow up children's interests, ensuring education is meaningful to the child.
Maria Montessori	Montessori believed the role of the adult to be an observer to children's work. She believed children should be allowed to discover their world at their own pace, but that observation based on one on one interactions were vital to a child's introduction to a new set of materials. It is up to the educator to observe and respond to children's cues for extensions as they discover.
Learning Through Play	
Jean Piaget	Leading cognitive theorist Jean Piaget believed children learnt best when engaged in play. He saw this as a child's chance to discover, explore, and test the world around them at their own pace. Piaget believed children from 0-2 learnt best when allowed to connect with the world through their senses (he called this the sensorimotor stage of development). From 2-7 Piaget believed children were in a pre-operational stage of thinking in which children are illogical thinkers.
Lev Vygotsky	Vygotsky believed that children's most meaningful learning occurred when an adult (or more knowledgeable other) would scaffold the children's learning through social interactions within the context of children's play.
Jerome Bruner	Bruner emphasised the importance of social interactions to children's learning. Like Vygotsky, he believed children's learning could be scaffolded through their play.
Sara Smilansky	Smilansky expanded on the work of Jean Piaget and divided play in to three stages. Smilansky believed that in the first two years of life a child engage in functional play in which they explore with their whole bodies. The next stage of play she saw as being the constructive play stage in which children begin to make meaning with materials. And finally children move in to dramatic play in which they imitate the world around them through role play.
Mildred Parten	Mildred Parten was focused on social play and it was her that established the 6 stages of play: solitary play (in which children play alone), onlooker play (in which children observe others in play), parallel play (in which children play alongside each other but do not interact), associative play (where children play alongside each other and interact, but not within the context of the play) and finally co-operative play (in which children engage in planning, role assignment, and sustained play).



Jerome Singer	Jerome Singer highlighted the importance of children's imagination and curiosity developed through dramatic and socio-dramatic play. He believed the opportunity to engage in different types of play and play experiences was paramount to children's learning and development.
Erik Erikson	Erikson maintained that there is a relationship between dramatic play and wider society, suggesting that dramatic play affords children the opportunity to learn about their social world and try out new social skills.
Maria Montessori	Maria Montessori viewed a child's play as their 'work', maintaining that it is through play that meaningful learning occurs for children.
Loris Malaguzzi (Reggio Emilia)	Malaguzzi drew from the theory of Piaget, Vygotsky and Bruner, placing great emphasis on play, and the social learning that occurs within children's play. Malaguzzi believed children to be endlessly creative and emphasised the importance of imagination and curiosity in children's play.
Brian Sutton-Smith	Brian Sutton-Smith is an NZ born play theorist who believed there are links between play and evolution, maintaining that children's play often resembles primates and is necessary for survival. For example rough and tumble play, which both children and primates engage in, provides experience in the survival skill of dominance which later promotes self-confidence.
Sigmund Freud	Freud believed play allowed children the opportunity to express and overcome any undesirable feelings and actions in an acceptable manner. His theories, much later led to research in play therapy.
Elinor Goldschmied	Goldschmied promoted a form of play called 'heuristic play'. She believed children required uninterrupted blocks of time to play, explore and discover everyday materials.
Intentional Teaching	
Franz Brentano	Brentano established a theory of intentionality suggesting that to be intentional was to aim for something particularly. This relates directly to our intentional teaching towards certain EYLF outcomes.
Lev Vygotsky	Vygotsky believed that children's learning was a direct result of an adult intentionally looking for opportunities in children's play to scaffold their knowledge. It is about being intentional in our thought and approach to interactions.
Maria Montessori	Montessori believed the role of the adult in teaching was to observe the children at work and extend their knowledge and learning through thoughtful and intentional presentation of new materials.



Loris Malaguzzi (Reggio Emilia)	Malaguzzi emphasised the importance of provocations for teaching. There is a direct parallel between provocations where adults introduce a topic to children to start a project and EYLF's intentional teaching which assumes educators think deeply about their intentions for teaching and learning.
Learning Environments	
Jean Piaget	Piaget believed children should be given the opportunity to explore their environment, placing great emphasis on a stimulating environment for learning.
Noam Chomsky	Chomsky believed children have a built in 'language acquisition device' in their brains which is wired to help them learn language. He placed great emphasis on language within the environment to stimulate children's innate abilities.
Jerome Singer	Singer believed the play environment was a big influencing factor towards children's ability to explore imagination and curiosity in play.
Maria Montessori	Montessori placed significant emphasis on the prepared environment to children's learning. She considered three factors to be important when setting up a learning environment: beauty, order and accessibility.
Loris Malaguzzi (Reggio Emilia)	Malaguzzi believed the physical environment to be of the utmost importance to a child's learning opportunities. He values the environment as the child's third teacher, suggesting it should be designed in such a way that it offers natural opportunities for learning.
Rudolph Steiner	Steiner believed children's learning would be best supported by a warm, nurturing environment which is filled with beautiful, natural play materials.
Elinor Goldschmied	Goldschmied coined the term 'heuristic play' in which the physical environment is designed to promote discovery. Goldschmied suggested that young children require uninterrupted time to explore and discover everyday materials (often promoted through the use of treasure baskets).
Cultural Competence	
Maria Montessori	Maria Montessori was a strong proponent of peace education for children. She said: "Averting war is the work of politicians; establishing peace is the work of education," placing great value on including cultural awareness in to educational programs.



Urie Bronfenbrenner	Bronfenbrenner placed great emphasis on the systems in a child's life, from the microsystem which looks at the child's immediate life to the macrosystem which takes in to account the surrounding culture and beliefs/traditions/language of said culture. He believed culture, and understanding of culture was another influencing factor in the child's opportunity to learn.
Loris Malaguzzi (Reggio Emilia)	Malaguzzi viewed children as active citizens of society who were influenced by their culture and could not be considered in isolation of it, but rather as a part of a system of beliefs, ideas, and traditions.
Lev Vygotsky	Lev Vygotsky believed that learning should be as cultural as it is natural, and stages of learning are embedded in to cultural traditions.
Continuity of Learning	
Urie Bronfenbrenner	Bronfenbrenner's ecological systems theory stresses the importance of the interrelationships between the systems in the child's life to ensure smooth transitions through life and learning.
BF Skinner	Skinner was a behaviourist who believed that children learnt through re-enforcement and repetition, stating that skills which were ignored would be forgotten. This theory places great significance on continuity for effective learning.
Assessment for Learning	
Loris Malaguzzi (Reggio Emilia)	Loris Malaguzzi believed that pedagogical documentation or assessment of children's learning helps to maintain parent involvement which he saw as essential. He believed children's voices should be captured in the documentation and educators should interpret them collaboratively to ensure varying perspectives on development.
Maria Montessori	Montessori viewed assessments of learning to be essential to be an essential element to extensions of knowledge. Teachers in Montessori are valued as observers of children's learning.

Principles and Practices taken from "Being, Belonging, Becoming: The Early Years Learning Framework for Australia" (Commonwealth of Australia, 2009) with permission from and thanks to the Department of Education and Training.





Learning Story

Name: _____ D.O.B: _____

Observed by: _____ Date: _____

Story

A large, empty rectangular box with a black border, intended for writing the learning story.



Links to EYLF outcomes: _____

Links to EYLF practices: _____

Links to EYLF principles: _____

Links to theory: _____

Planned Extension/s: _____

Reflection/Link to reflection: _____





Anecdotal Record

Name: _____ D.O.B: _____

Observed by: _____ Date: _____

Context: _____

Observation	Interpretation



Links to EYLF outcomes: _____

Links to EYLF practices: _____

Links to EYLF principles: _____

Links to theory: _____

Planned Extension/s: _____

Reflection/Link to reflection: _____





Running Record

Name: _____ D.O.B: _____

Observed by: _____ Date: _____

Context: _____

Observation	Interpretation



Links to EYLF outcomes: _____

Links to EYLF practices: _____

Links to EYLF principles: _____

Links to theory: _____

Planned Extension/s: _____

Reflection/Link to reflection: _____





Group Observation

Name: _____ D.O.B: _____

Observed by: _____ Date: _____

Context: _____

Observation	Interpretation



Links to EYLF outcomes: _____

Links to EYLF practices: _____

Links to EYLF principles: _____

Links to theory: _____

Planned Extension/s: _____

Reflection/Link to reflection: _____





Time Sample

Name: _____ D.O.B: _____

Observed by: _____ Date: _____

Context and timing: _____

Time	Jotting	Interpretation



Links to EYLF outcomes: _____

Links to EYLF practices: _____

Links to EYLF principles: _____

Links to theory: _____

Planned Extension/s: _____

Reflection/Link to reflection: _____





Event Sample

Name: _____ D.O.B: _____

Observed by: _____

Event	Action	Reaction
Date:		
Date:		
Date:		



Interpretation: _____

Links to EYLF outcomes: _____

Links to EYLF practices: _____

Links to EYLF principles: _____

Links to theory: _____

Planned Extension/s: _____

Reflection: _____





Tips for Self Reflection

- You can use the Questions to guide Reflective Practice sheet to assist you in coming up with ideas for reflection. Simply read through the questions and see what sparks your interest.
- Further to these questions you may choose to reflect on a specific experience, incident, or even an event or trend in the sector. Maybe you want to reflect on a quote that you came across, or a specific principle from the EYLF. There is no limitation to self reflection.
- Remember the important aspect of this process is professional growth.
- The EYLF (2009) also includes some questions to guide reflective practice (p.13).
- The Linking theory to EYLF sheet includes a section on reflection which will explain the theory behind this process.
- The more professional development and research you participate in the more you will find yourself wanting to reflect.
- Depending on your service approach you may find it easier to mind map ideas or reflect in bullet points. This process is not so much about the writing, but the professional growth you go through when you think deeply on a certain issue or subject.
- Remember this is self reflection, so you are always considering the issue from your own perspective or how you engage with the specific principle.
- Enjoy this process. It is personal to you and should be a natural part of your professional growth.





Questions to Guide Reflective Practice

Program and Practice

- How does your documentation and/or routine reflect children's interests?
- How does your documentation and/or routine reflect the lives and identities of children and families?
- How does your documentation and/or routine promote sustainable practices?
- Have you reflected critically on children's learning?
- How does your documentation reflect intentionality?
- How does your documentation reflect responsive teaching?
- How does your documentation and/or routine promote continuity of learning?
- How does your documentation demonstrate a journey of learning?
- How does your documentation reflect an holistic approach to learning?
- How does your documentation demonstrate children's contributions?
- How does your documentation reflect the Early Years Learning Framework?
- How do your plans and records become living documentation and why is this important?
- How do you embed anti-bias principles in to your plans and routines?
- How does your routine promote smooth transition times?
- How does your routine promote agency?
- How do your engagements with children demonstrate intentionality?
- How do you promote sustained learning?
- How do you promote play as a tool for learning to families and the wider community?
- How do you model and promote cultural competence?



- What styles of observations do you use and why/when do you find them effective?
- What teaching strategies do you employ to scaffold children's learning?
- How do you engage families in their children's learning?
- How do you provide opportunities for children to revisit learning?
- How does your documentation reflect your image of the child?

Environments

- Is your room set up to promote children's choice and autonomy?
- Do you promote clear learning spaces and why?
- Does your environment promote children's sense of belonging (by including photos/art work etc.)?
- How is the children's artwork displayed in a way that promotes respect?
- Why should educational displays include photos, observations/learning stories and samples of work?
- How does your environment promote sustained learning?
- How are children's interests reflected in the environment?
- How does your environment reflect your personal philosophy?
- How does your environment create an atmosphere for learning?
- Does the fluidity of the spaces provide opportunities for transferring learning from one context to another?
- How is your environment welcoming to families and children?
- Does your environment reflect the identities of families and children?
- How does your environment invite contribution from families?
- How does your environment promote natural opportunities for learning?
- How does your environment reflect your image of the child?
- How does your environment promote connection with nature?
- How do you embed sustainable principles in to your environment?

- How does your environment encourage risk taking?
- How does your environment encourage interaction and engagement?
- Why is the fluidity of learning spaces important and how is this reflected in your environment?
- How does the environment promote collaboration?
- How is the local culture reflected in your environment?
- How does your environment inspire children's innate creativity?

Relationships with children

- How do you demonstrate respect in your interactions with children?
- How are your interactions with children reciprocal?
- How are your interactions with children mindful?
- How do you demonstrate active listening in your interactions with children?
- How do you build secure bond with children and why is this important?
- How do you use your interactions with children to extend on learning?
- How do your interactions with children demonstrate respect for the individual child's language/culture/beliefs?
- Do you consider every interaction's importance and relevance to programs and why is this important?
- Do you respond immediately to children's request/ideas/plans and why is this important?
- When you engage with or observe children, are you able to see what the child is seeing? (see the world through the eyes of the child).
- How do your relationships with children reflect your image of the child?
- How do your relationships with children promote their sense of confidence?
- How do relationships with children effect their resilience?
- Why are relationships with children vital to learning?
- How do your interactions with children promote sustained learning?



- How do you show children you value their ideas and input?
- How do your relationships with children demonstrate respect for the rights of the child?

Collaborative Partnerships with Families and Communities

- How do you encourage families to participate in their child's learning journey?
- How do you afford families the opportunity to contribute to decision making in relation to their child's learning journey?
- How do your relationships with families demonstrate respect?
- How do your relationships with families reflect the Early Childhood Code of Ethics?
- How do you help families to feel comfortable and supported in the setting?
- How do you ensure families have access to children's learning records and why is this important?
- How do you demonstrate a respect for the diversity of the families in your service?
- How do you promote smooth transitions to the next learning setting?
- How do your partnerships in the community help support children's learning?
- How do you promote children's understanding of community participation?
- How do you reflect the values and ideas of the local community in your service?
- How do you promote early childhood education in the wider community?
- Why is advocacy important in the early childhood sector?

And remember – this is just a starting point. See the tips page for more helpful tools.

